

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1922, No. 10

SUPERVISION OF RURAL SCHOOLS

By

KATHERINE M. COOK

Specialist in Rural Education
Bureau of Education



WASHINGTON
GOVERNMENT PRINTING OFFICE
1922

ADDITIONAL COPIES

OF THIS PUBLICATION MAY BE PROCURED FROM
THE SUPERINTENDENT OF DOCUMENTS
GOVERNMENT PRINTING OFFICE
WASHINGTON, D. C.

AT

15 CENTS PER COPY

CONTENTS.

PART I. GENERAL PROVISIONS CONCERNING SUPERVISION, SUPERINTENDENTS, AND SUPERVISORS.

	Page.
General introduction.....	1
Chapter I. Legal and other authorized methods of employing supervisory assistants.....	3
Chapter II. Units of organization for administration and for supervision.....	5
Chapter III. Rural superintendents and rural school supervision in the different States.....	7
I. State, district, and township supervision.....	7
II. County supervision.....	11
Chapter IV.—Summary of certain conditions set forth in Table 8.....	17
I. The rural superintendents.....	17
II. Rural supervisors.....	19
Chapter V.—Supervision by State departments.....	22
Chapter VI.—Special plans for supervising rural schools.....	24

PART II.—METHODS OF SUPERVISING RURAL SCHOOLS AS PRACTICED IN FIVE STATES.

Chapter VII.—Supervision in Connecticut.....	37
Chapter VIII.—Supervision in New Jersey.....	41
Chapter IX.—Supervision in Illinois.....	49
Chapter X.—Supervision in Wisconsin.....	57
Chapter XI.—Supervision in Ohio.....	60

APPENDIXES.

APPENDIX A. County departments of education of the various States: Staff and salary.....	63
APPENDIX B. Forms used in the supervision of rural schools in certain counties in Connecticut, New Jersey, and Illinois.....	97

SUPERVISION OF RURAL SCHOOLS.

GENERAL INTRODUCTION.

Supervision as understood in well-organized city systems has little resemblance to the annual visitation of schools as practiced by many county or other rural superintendents. The majority of these officers are fully conscious of the limitations imposed upon them by the conditions under which they work and are active in their efforts to improve them. Popular election is still the prevailing method of selection. (See p. 26.) Short or uncertain tenure, long distances to travel in reaching isolated schools, the excessive number of teachers per supervisor, and excessive administrative duties all combine to make the superintendent a visitor rather than a supervisor. The statutory provision that the county superintendent shall visit each school at least once a year—very common among States—seems to indicate that the conditions mentioned are or have been in harmony with the popular conception of the duties of the office.

More and more each year the conviction is growing among rural school officials and students of educational conditions in rural communities that the immediate hope for improvement of the schools in the open country is through professional supervision. The teaching force is made up in large part of unprepared, inexperienced, and immature teachers. There is little indication at present that this will change materially within the next five years. Even if adequate provisions for completely changing the situation were immediately initiated and steadily pursued, its accomplishment would require at least that time. Justice to the children now in school demands a more immediate remedy. Professional supervision is the best way so far employed to give to teachers with little experience and preparation a professional outlook and some training in the principles and use of modern methods of classroom organization and teaching.

It is generally conceded that no adequate provision for supervision has been made in the past nor is now being made in those States in which the administration and supervision of a large number of rural schools widely separated are intrusted to one officer, usually a county superintendent, or one whose duties correspond to those of such an officer; that the administrative organization in vogue in the majority of the States, particularly in those organized on the small district unit basis, neither provides for supervision definitely nor lends itself readily to such provision on the part of the school officers. It is also true that the difficulty does not end when supervisors are provided. The whole subject of methods of supervision in rural school systems, organization of small schools, courses of study adapted to rural life, as well as difficulties inherent in open-country conditions which supervisors must overcome, present new and unsolved problems. Successful methods of procedure, while established in many communities, are not generally understood nor widely practiced. There are not enough supervisors, with the preparation and experience necessary to success, to fill positions which are now becoming available. Information concerning effective methods followed by rural supervisors is therefore of equal interest to that concerning their appointment. Because of these facts it is believed that a description of plans followed in certain sections of the country where supervision is established will be suggestive and helpful. That children on the farms and in the open country have advantages for a school education in some measure at least equivalent to those now enjoyed by children in cities is a matter of justice which should not be longer overlooked. Since professional supervision is an effective means to that end, it is a matter of supreme moment to all those who are interested in improving rural schools.

Definition of terms.—This study is concerned primarily with supervisors and supervision rather than with superintendents and administration. The distinction between the terms "superintendent" and "supervisor" is perhaps not so definite nor so well understood as applied to rural systems as when city systems are discussed. The rural superintendent is both supervisor and administrative officer in most cases. In small systems with few schools and teachers the superintendent can perform the duties of both satisfactorily. Nearly all the New England townships and certain counties in several States are examples of such systems. On the other hand, superintendents often delegate administrative duties to their supervisory assistants, or both officers share all the work of the office regardless of its specific nature. Consequently, definite differentiation in so far as duties performed is concerned is not attempted. The term "superintendent" is used to designate the chief administrative and supervisory officer; the terms "supervisor" and "supervisory assistant" refer to professional assistants whose duties are chiefly supervisory—not always wholly supervisory. Clerical and secretarial assistants are not included. The questionnaire used in the collection of data included a specific request that distinction be made as between these and professional supervisory assistants. The term "supervision" as used here refers to the work of supervising the schools whether done by superintendents or supervisors or both.

Scope of study.—This study is divided into two parts. Part I is concerned with the provisions made in the administrative organization for the supervision of rural schools in the different States, whether prescribed by statute or subject to the action of State and local authorities. Information concerning the titles, terms, appointments, salaries, and the like of rural superintendents and supervisors is given in tabular form. Chapter III describes the provisions for supervising schools whether by superintendents alone or with supervisory assistants. Chapter IV and the tables give a complete account of the selection, terms, salaries, etc., of rural administrative and supervisory officers. A list of States, with staff of the county departments of education in each county in which supervisory assistants are employed, is given in Appendix A.

Much of the information is compiled from State school laws. It includes only general State laws. The few counties which do not conform but operate under special acts are not considered. Additional information was secured from State and county authorities. It is as complete as it was possible to make it. Only a very few failed to supply the information requested. All material was collected during the summer and early autumn of 1921 and concerns conditions at that time.

Part II relates to methods and results of professional supervision in rural schools as observed by the representative of the Bureau of Education. It is believed that the description given of plans followed in selected sections of the country will be suggestive and helpful to superintendents and others as a means of deciding on the relative merits among certain plans they may have under consideration and the possibilities of adapting them to particular conditions, as well as to supervisors themselves who are desirous of improving their own methods by comparison with that of others engaged in the same kind of work.

The aim is to be suggestive rather than comprehensive. Not all States, counties, or systems in which good supervision is done and not all plans or methods used in the sections described are included. Such a procedure would result, among other disadvantages, in much repetition. A few of the systems in which supervision is now being carried on with success and a few of the outstanding characteristics or accomplishments of each are described. The particular systems were selected for one or more of the following reasons:

1. The type of work done is unique.
2. Results are accomplished under unfavorable laws.
3. Methods used or results secured are particularly good or especially suggestive.
4. General adaptability or merit of the plan or system more or less independent of the results accomplished.

PART I. GENERAL PROVISIONS CONCERNING SUPERVISION, SUPERINTENDENTS, AND SUPERVISORS.

Chapter I.

LEGAL AND OTHER AUTHORIZED METHODS OF EMPLOYING SUPERVISORY ASSISTANTS.

Legal or other authorized provisions made for the supervision of rural schools, in addition to that given by the administrative officer—that is, the superintendent or commissioner of schools—vary in the different States. Roughly they may be classified as follows:

1. By special statutory provision, as in New Jersey, Wisconsin, and California.
2. Through delegation by statute of wide powers to the administrative or governing board or boards of education which specifically or by inference include that of employing special supervisors, as in most of the county unit States.
3. Through special arrangement; civil or fiscal boards such as county commissioners, county courts, and the like voluntarily cooperate with school authorities for this purpose, as in a few counties in Colorado and Illinois.
4. By action of local district school officials independently or in cooperation with those of other administrative units, as in West Virginia, Maine, and some townships in Indiana and Ohio.

It follows that there is considerable variety also regarding the officials who assume responsibility for establishing supervision, the way in which the salaries and expenses of supervisors are financed and appointments made, and the officials to whom they are responsible.

In a number of States the State itself assumes the responsibility for establishing supervision, and State officials appoint, pay, and direct the supervisors of rural schools. In others State officials cooperate with county, town, or other school officials. In some of these latter instances the State pays a large part of the salaries of superintendents and supervisors and assumes a good deal of the responsibility for directing their work. In other cases it is entirely a local affair. The officials of a county or other unit assume entire responsibility for supervision, employ the number of supervisors needed, and provide transportation at county expense. There are other States in which the county arrangement prevails as to appointment and responsibility, but the State aids in paying salaries of superintendents and supervisors. Among the States in which the county assumes full responsibility, the number of supervisors, their salaries, qualifications, and the like are either (1) subject to the discretion of county officials; i. e., the county board of education itself or the regular county civil or fiscal board in cooperation with county school officials; or (2) there is a statutory provision setting forth a definite basis for determining the number of supervisors and their salaries. Generally the number of supervisors is governed by the number of schools or teachers; the salaries paid by the number of schools, or the tax valuation of property, or a maximum and minimum are set forth in the statutes.

In a similar way the professional qualifications and experience of superintendents or supervisors are sometimes subject to the discretion of the employing board or

officials, and sometimes a minimum requirement is fixed by statute or by regulations of higher officials, usually the State superintendent or the State board of education. Some States issue and require a certificate for supervision procured as regular teaching certificates are. Information in regard to qualifications is given in detail in the tables.

Among those States which have taken some special step toward providing supervision more than that furnished by the regular county or other rural superintendent, and have thereby recognized this as a special problem or need, a number of different plans for making this provision are followed. Exact classification is difficult because of overlapping rather than distinct and definite policies. However, there are groups of States among which there is considerable resemblance in the provisions adopted, especially as they concern responsibility for appointments and salaries of supervisors, and other legal and official regulations regard supervision. Full information for all States is given in Chapter III. Rather general classifications concerning such regulations as appointment and source from which salary is paid are given below. Since lines of differentiation are not sharply drawn, the classifications have limitations. They are intended to show general tendencies only.

A distinction is made in the classification between systems in which supervisors are employed through cooperation with civil authorities and those in which they are employed by boards of education. This is considered fundamental because instances of such cooperation while they exist are unusual and because a policy dependent entirely on cooperation with boards whose primary responsibility is for activities other than education is apt to be uncertain and spasmodic.

Authorities or administrative unit chiefly responsible for payment and amount of salaries of rural supervisory assistants in the different States.

I. State: Delaware, Vermont, Connecticut, New Jersey,¹ Wisconsin, Virginia (in part).²

II. County: (a) Board of education: Alabama, Tennessee, Kentucky, Louisiana, Maryland, North Carolina, Utah, Mississippi, New Mexico, South Carolina, Florida, Georgia,³ and Virginia² (some counties in each). (b) County board of education and local boards: Ohio. (c) County civil boards: Illinois, Colorado, Kansas, and Michigan. (d) County funds, statutory provision concerning number of supervisors and sometimes the amount paid each: Pennsylvania, North Dakota, South Dakota, Montana, Minnesota,³ California,⁴ some counties in Oregon.⁵

III. Local: West Virginia, some counties in Minnesota³ and Indiana, Virginia, Maine with State aid.

Appointment of rural supervisory assistants.

States in which State officials, usually boards of education, appoint supervisors: New Jersey, Delaware, and Connecticut.

States in which county boards of education appoint supervisors: Alabama, Georgia, Kentucky, Louisiana, Maryland, New Mexico, North Carolina, South Carolina, Tennessee, and Utah.

States in which county superintendents appoint supervisors, usually with consent of county education or civil boards, or local boards of trustees: California, Colorado,

¹ New Jersey helping teachers are paid from a State-wide county tax, amount being deducted before apportionment.

² In Virginia supervisors are paid from different sources.

³ In some counties of Georgia there is a special law. In Minnesota both methods indicated are used.

⁴ In California State and county funds will be used under the new law. County funds were used in most of the cases reported here.

⁵ Oregon in 1921 adopted an optional law providing for the county unit of administration. No counties yet organized under its provisions.

rado, Florida,⁶ Illinois, Indiana, Kansas, Michigan, Minnesota, Mississippi,⁷ Montana, North Dakota, Pennsylvania, South Dakota, Washington, Virginia (in some cases), Wisconsin.⁸

States in which local boards appoint supervisors: Ohio, West Virginia, Virginia (in some cases), Maine, Rhode Island, Vermont.

States in which no supervisory assistants are reported: Arkansas, Arizona, Idaho, Iowa, Missouri, Nebraska, Nevada, New York, Oklahoma, Texas, Wyoming, Massachusetts, and New Hampshire.

Legal or other authorized provisions under which professional supervisory assistants are employed.

I. Statutory provision concerning supervisors or supervision: New Jersey, Wisconsin, Pennsylvania, California, Connecticut (for certain towns), Delaware, Maine (for supplying helping teachers), Minnesota, Montana (certain counties), North Dakota, South Dakota, and Oregon.

II. Specified or implied power of county board of education: Alabama, Mississippi, Florida, Georgia (special law in some counties), Kentucky, Louisiana, Maryland (minimum prescribed by statute), Montana (some counties), New Mexico, North Carolina, South Carolina, Utah, Tennessee, and Ohio.⁹

III. Special cooperative arrangement with civil boards: Colorado, Illinois, Kansas, Michigan, and Washington.

IV. Action of local district school officials independently or in cooperation with other district officials: West Virginia, Indiana, Ohio,¹⁰ Maine, Vermont,¹¹ Rhode Island,¹² Virginia.¹³

Chapter II.

UNITS OF ORGANIZATION FOR ADMINISTRATION AND FOR SUPERVISION.

The systems under which rural schools are organized for administration differ among States. In general there are three units—the district, the town or township, and the county. These are not always definitely differentiated so far as the duties of their respective school officials are concerned. In many States the authority and duties concerned with the administration of the schools are divided among officials of two or even all three of the units named. Generally, too, the State itself shares responsibility by contributing to school support, regulating the certification of teachers, setting up minimum standards, or regulating in various ways the practice followed by managing boards and officials in immediate charge.

Because of this lack of definite differentiation and overlapping, classification of States according to units of administration is difficult. The viewpoint of the supervisory officer and his relation to the management of the schools is the one on the

⁶ Replies from these States declare that the appointment is made by the superintendent. However, the power to make such appointment appears to be vested in the county board. Probably the appointment referred to is really a nomination.

⁷ Wisconsin a county board appoints. The county superintendent designates three persons from whom one is selected.

⁸ As used here means action or approval of civil or school official boards.

⁹ Ohio; in most cases the supervisors are nominated by the county superintendent and appointed by township or district trustees.

¹⁰ Vermont and Rhode Island report a few supervisory assistants. It is not clear whether they are for rural or city schools.

¹¹ Virginia; supervisors are appointed and paid in different ways, sometimes by county boards and sometimes by local boards. In all cases the State officials approve the appointment and part of the salary is paid from State funds.

basis of which the tables in this bulletin are compiled. It may not agree with other classifications made for another purpose. As an illustration of what is meant, Arizona may be cited as an example. It is classified here among States organized on the district basis, but it is sometimes classified with States organized on the county unit basis because the county is the chief source of school support. Aside from support, however, the district is the important unit. District boards have complete control over the schools in their charge, their organization, management, course of study followed, employment of teachers and the like, quite independently of the county superintendent or other county officers. The superintendent must secure his results through voluntary cooperation of school directors and teachers without definite authority or jurisdiction over them. It follows, then, that the district is the dominant unit considered from the standpoint of supervision, while the county is, if we are considering only support.

It is apparent from the above that the unit of territory for supervision and that for general administration do not always coincide in rural-school systems. While the county is the unit of territory for supervision throughout the United States except in New England, Nevada, New York, Delaware, and some divisions or districts in Virginia and West Virginia, the unit for school administration may be any one of the three units named above—county, township, or district. Units for the administration and supervision of rural schools are the same under the township organization prevailing in the New England States; the county organization as found in Alabama, Utah, and other States similarly organized; and in certain special instances, of which the Ohio county, described in Part II, is an example.

It is generally true in the cities of the United States that the municipal or civil unit is also the unit for school administration. Civil and school units are coterminous also in the New England States and in the counties in those States in which the strong form of the county unit of school organization prevails. However, in the majority of States it is still true that while the county is the unit for civil affairs, and usually also for school supervision, the district is the unit for the administration of the schools. In certain other States in which the county is the unit for supervision, the township is the unit for the administration of schools. Examples are Indiana and Pennsylvania.

There is general agreement among students of school administration that if the civil and school unit is the same, the financial and business management of the schools is simplified, and greater efficiency and economy are possible. At present comparatively few rural-school systems are organized in that manner. There is also general agreement that the units for the administration and for the supervision of schools should be the same. The duties involved are so closely allied that their separation or division among different authorities is not calculated to secure the most efficient results. When such important duties as employment and placing of teachers, regulation of salary scales, adoption of a course of study, selection of textbooks and the like are performed by boards of trustees or directors who have no obligation to consult the policies or plans of the superintendent who has charge of the supervision of the schools, effective results are not easily secured.

Below is given a classification of States according to the units of administration and of supervision.

Unit of organization for administration.

In the following 10 States the county is the unit of organization for administration: Kentucky, Louisiana, Maryland, New Mexico, North Carolina, Tennessee, Alabama, Florida, Georgia,¹ and Utah.

The township² is the unit for administration in the following 10 States: Connecticut, Indiana, Maine, Massachusetts, New Hampshire, New Jersey, Ohio, Pennsylvania, Rhode Island, and Vermont.

¹ Some but not all counties in Georgia are organized on county basis.

² The New England "town" is considered a township.

The district is the unit for administration in the following 20 States: Arkansas, Arizona, California, Colorado, Delaware, Idaho, Illinois, Kansas, Minnesota, Missouri, Nebraska, Nevada, New York, Oklahoma, Texas, Virginia, Washington, West Virginia, Wisconsin, and Wyoming.

In the following 4 States both county and district are units of organization for administration: Mississippi, Montana, Oregon, and South Carolina.

The following 4 States have both township and district units: Iowa, Michigan, North Dakota, and South Dakota.

Unit of organization for supervision.

In the following 38 States the unit for supervision is the county: Alabama, Arizona, Arkansas, California, Colorado, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Jersey, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Washington, Wisconsin, Wyoming, Utah, and West Virginia.*

In the following 7 States the township is the unit for supervision: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, and West Virginia.*

The State is the unit of supervision in Delaware.

In Nevada the "district" is the unit of supervision, made up of one or more counties.

In New York the "superintendent's district" is the unit for supervision.

In Virginia the "division" is the unit for supervision.*

Either the county, township, or district may be the unit of supervision in Ohio and West Virginia. In Minnesota it is usually the county but in a few cases it is the district.

In the following States the units for administration and supervision are the same: Alabama, Connecticut, Florida, Kentucky, Louisiana, Maine, Maryland, Massachusetts, New Hampshire, New Mexico, North Carolina, Rhode Island, Tennessee, Utah, and Vermont.

Chapter III:

RURAL SUPERINTENDENTS AND RURAL SCHOOL SUPERVISION IN THE DIFFERENT STATES.

It appears, then, that the country is the unit for supervision in the majority of States; the town in the New England group; while Delaware, New York, West Virginia, Virginia, and Nevada have plans differing somewhat from either. A brief description of the plans followed and the general status of supervision in the different States is given below. This information with that contained in the "directory" of supervised counties by States which follows later in this bulletin will give a fair idea of the progress in securing professional supervision which has so far been made in each of the States.

1. STATE, DISTRICT, AND TOWNSHIP SUPERVISION.

In the New England States it is generally true that the supervisory unit is the town. Both rural and city schools within its boundaries are under the supervision of the same superintendent and his assistants, if any. As the territory is small and the number of teachers relatively so, in theory at least the rural schools receive the same supervision as those in cities, and generally the superintendent can supervise the entire territory adequately. In Maine, Massachusetts, and Rhode Island the responsibility for supervision is chiefly local with a State subsidy. In Vermont, New Hampshire, and Connecticut the State assumes the larger share of the responsibility.

* In some cases the magisterial district, which resembles the township.

In Connecticut towns with fewer than 20 legal schools can, by petition to the State board of education, come under State direction. There are in the State some towns in which supervision is not provided; there are others, having more than 20 schools, which are independent and in which the superintendent is employed by the local board. There are also superintendency unions in which two or more towns unite and employ a superintendent. While all of these systems are found, the greater part of rural territory is under State direction.

In New Hampshire the superintendents are nominated by the town boards or joint boards in case of superintendency unions and employed by the State board of education. Only those holding supervisory certificates granted by the State board of education are eligible for nomination. The State pays a maximum of \$2,000 toward the salary of the superintendent. The remainder is paid by the supervisory union. Of the total number of 65 town or union superintendents, 56 are primarily rural superintendents. None of the latter have assistant supervisors or clerical assistants. The State makes no provision for paying any. The superintendents work largely under the direction of the State board of education, though their duties are assigned also by local boards.

In Vermont the State board of education divides the State into supervisory districts; fixes and pays the salaries of superintendents, and may remove them whenever in its judgment the welfare of the schools require. The superintendents are selected by the school directors of the town or towns, in case of a union, from a list of qualified persons submitted by the commissioner of education. However, when a town or school district or an incorporated school district has 25 or more legal schools therein, unless a majority of the school directors of such district desire to come under the direction of the State, the board of directors may select the superintendent and determine his salary, which shall be paid by the district. The salary shall be not less than \$1,500, \$1,200 of which and an additional sum equal to half the excess of \$1,500, shall be paid by the State up to a maximum of \$2,000.

In Maine there are 409 towns and plantations besides 20 cities and the unorganized territory. The schools are in charge of 140 superintendents, of whom 132 are superintendents of unions and the remaining 8 of single cities. As Maine is almost entirely rural, these 8 are the only superintendents who have no rural schools in their territory. The others may be considered rural superintendents. The union superintendents have not more than 50 teachers to supervise, most of them have fewer; the average for the State is about 33. Salaries are paid jointly by the towns and the State. In addition to a specified proportion of the salary paid by the State, additional aid is given through the medium of a supervisory equalization fund, this being designed to assist in the equalization expenses of administration.

Maine has inaugurated a plan for providing supervisory assistants. Each year a summer school of six weeks' duration is held at one of the State normal schools, located at Castine. Here from 50 to 100 teachers, selected by the superintendents under whose direction they work because of unusual ability and marked success as teachers, are given an intensive course in rural-school supervision. Expenses involved, including board and travel of those attending, are paid wholly by the State. Only teachers who are graduates of a standard normal school or have equivalent preparation and are chosen by their superintendent for exceptional ability are eligible.

At the close of the course these teachers return to their respective towns or supervisory unions, where they are assistants to the superintendent, working under his direction. They are called "helping teachers." They teach regularly for observation and visit schools in the towns in which they are located to give special help in classroom organization, methods, and management. In some cases the helping teachers have one or more days each week free for visiting schools. In others they remain in their own rooms, teaching for observation and offering assistance and advice to teachers sent to them by the superintendent as directed by him.

During the school year 1920-21 there were 115 active helping teachers in the State. The salaries paid by town school authorities range from \$800 to \$1,300 per year, to which the State adds a bonus of 25 per cent from State funds.

In Massachusetts there are 237 towns in union superintendencies. Only 17 of these towns have more than 5,000 inhabitants, 60 more than 2,500. In almost all cases each of these larger towns is associated with one or more smaller ones for the purposes of supervision. The union superintendents are, therefore, considered as rural superintendents, since much or all of the territory under their direction is rural. They are employed by the boards of the towns represented, and the salary is prorated among the towns according to the number of teachers. The State requires that traveling expenses up to \$100 be paid when superintendents receive not more than \$2,700 annual salary, and in almost all cases it is granted even when the salary exceeds that amount. The majority of the union superintendents have clerical assistants. The State pays part of the salaries of superintendents not exceeding \$1,250. Prior to 1902, the formation of union superintendency districts and provision for supervision were optional. Since that time all towns are required to employ a superintendent either independently or, if their valuation is \$2,500,000 or less, with other towns in a union.

In Rhode Island there are 38 cities and towns with superintendents. Of these, 7 are classified by the State department as rural, 3 are union superintendency districts, and the others are independent towns with a superintendent. The State assists in the payment of salaries of superintendents to the extent of \$750 per year.

In Nevada the State assumes the entire responsibility for the supervision of schools outside of cities which employ superintendents. The State is divided into five districts under the supervision of deputy State superintendents of public instruction who are employed and paid by and responsible to the State board of education. There are 17 counties in the State making up the five supervisory districts. One district is composed of one county, two districts of three counties each, one of four counties, and one of six counties. Traveling expenses are allowed, and provision for necessary office expenditure is made by the State board of education from State funds.

In Virginia the superintendent is called the division superintendent. He is selected by the State board of education and half his salary is paid from State funds. There are 100 counties in the State; in 79 of these the division and county are coterminous; 18 counties constitute 9 divisions; that is, 2 counties make 1 division in these cases; 3 counties make up another division; in all, 89 divisions each under the direction of a division superintendent. Twenty-eight of the counties, included among those which are divisions, employ one or more assistants to the division superintendent. The supervisors are sometimes employed by the county board on the nomination of the division superintendent and approved by the State department; sometimes by local boards on the nomination of the division superintendent. The State pays from \$600 to \$1,000 toward the salary of each supervisor; the remainder of the salary comes from the county or from local district funds. The manner of appointment of supervisors is not the same in all cases, nor is the salary always paid in the same way; sometimes the State and county pay the salary; sometimes the State and local boards.

In West Virginia the magisterial district is the unit of administration, and in some cases of supervision also, though nominally the county is the unit. For taxation, the district is the unit; for general supervision, the county. The county is divided into magisterial districts by the county court, a board corresponding to a county board of supervisors or commissioners in other States. The magisterial district itself is a civil division and corresponds closely to the township as understood in Pennsylvania and Indiana.

The magisterial district boards of education may employ one or more district supervisors. Nominally the supervisors are assistants to the county superintendent; in reality they are independent superintendents responsible to the board appointing them.

Each county is made up of three or more magisterial districts. The number of magisterial districts included in any county and the number of districts which employ supervisors vary in the different counties. Of the 55 counties in the State 30 include one or more districts with supervisors; in 25 there are none. Present distribution (1920-21) is as follows: Each of eight counties includes one district employing a supervisor, totaling eight supervisors; eight counties include two districts with one or more supervisors, totaling 16 districts and 18 supervisors; three counties, three districts each, with supervisors or nine districts with nine supervisors; six counties, four districts each, or 24 districts with 26 supervisors; and five counties, five districts each, with one supervisor, or 25 districts and 25 supervisors; in all, 30 counties, 82 districts, and 86 supervisors.

In January, 1912, county school commissioners in New York were replaced by district superintendents, each in charge of a county or portion of a county. The law designates the number of supervisory districts within each county. At present four counties constitute one district each; eight counties are divided into two districts each; 17 into three; 14 into four; seven into five; four into six; two into seven; and one into eight districts. There are 208 supervisory districts and 57 counties. These supervisory districts do not include city and union free-school districts, with a population of 5,000 or over, provided such districts employ superintendents.

The district superintendents are appointed by a board which has no other duties and is made up of two members from each township in the district. They are elected for a term of five years at the regular general election in the same manner as other township officers are elected. The superintendent must be a citizen and resident of the State, but not necessarily of the county or district. He must hold a State certificate authorizing him to teach in any of the public schools of the State, without further examination and fulfill other requirements prescribed by the State commissioner of education concerned with the supervision of courses of study in agriculture and teaching the same. He is elected for a five-year term at a salary which may be fixed by the electing board. The State pays \$1,800 toward his salary, but the remainder, if any, is paid by the board from district funds.

The New York plan was intended to relieve the county superintendents of the excessive amount of work which fell to them under the old county system. The division into districts gives superintendents a much smaller territory with fewer schools and teachers to supervise, and, therefore, is an improvement over the old one. It resembles in many ways the plan which prevails in many other States with the district system in which the county is the unit for supervision, but in which the counties are smaller and the population less dense than in New York. The following quotation from the report of the State commissioner of elementary schools indicates that the present system is not entirely satisfactory:

While many cities have supervisors and special teachers able to give needed assistance to classroom teachers and to direct the work in special fields and special activities such organization is impossible under the present system under which rural schools are operating. Until there is radical change in unit of organization and administrative control over the supervisory district, little will be accomplished in the direction of expert supervision of rural schools.

Under the provisions of a law passed in Delaware in 1921, the old organization, which was on the county unit plan, was materially changed. Local districts are retained under the new scheme, but are subject in many important ways to State regulations. Supervision is entirely under State direction and control. There is an assistant State superintendent in charge of elementary schools, who directs the work of seven rural supervisors. Of the three counties two supervisors are assigned to each of two counties and three to the other county. These seven supervisors have charge of the white schools. There are also three colored industrial supervisors, one assigned to each county.

There are no county superintendents. The assistant State superintendent, with a business manager, practically replaces the former county superintendents. All of the officers mentioned above are paid in the main from State funds, though the State receives assistance for supervision from the Delaware School Auxiliary Association and the Anna T. Jeanes Foundation.

II. COUNTY SUPERVISION.

In the other States the county is the unit of territory for the supervision of rural schools. Responsibility rests with the county superintendent or county commissioner of schools, with assistants if provided, or without, as the case may be. To save repetition, they are grouped for further description in five groups, omitting New Jersey, Wisconsin, and Ohio, accounts of each of which are given in Part II.

(a) States in which the county is the unit for supervision and general school administration.

(b) A small group of States in which assistants to the superintendent are provided for in the statutes, the number depending on the number of districts, schools, or teachers in the county.

(c) States in which a few counties have professional supervisors, usually secured by cooperative arrangement with county civil authorities.

(d) Two States in which new laws providing supervision have been passed with some appointments made under their provision, though these laws are not yet fully in operation.

(e) States from which neither supervisors, other than the regular county superintendent, nor special arrangement for supervisors are reported.

(A) STATES HAVING COUNTY-UNIT PLAN OF ADMINISTRATION.

Supervision under the county-unit plan of organization varies according to the specific provisions which prevail in the particular county or State. The best organization, in the opinion of most authorities on school administration, is one which is similar to that commonly found in cities, viz: A board of education, elected by the people, which is intrusted with the control and management of the schools of the county, including the selection and appointment of the county superintendent as the board's executive officer and the selection of the supervisory and teaching staff on his nomination. All of these conditions are found in Alabama, Kentucky, Louisiana, and Utah. In Alabama and Kentucky the board is elected from the county at large; in Louisiana one member is elected from each police jury ward; in Utah one from each of five divisions of the county or county district.

The method of district representation on the board of education, as in Louisiana and Utah, was at one time common in cities; just as representatives, usually called aldermen, were elected from certain districts or wards to civil or fiscal municipal boards. However, in 93 per cent of the cities of the United States the plan of ward representation on school boards has been superseded by representation from the city at large for all members. Since the practice is losing in favor rapidly it is probable that the ward representation plan for cities will be entirely abandoned in a few years.

In Tennessee the board of education is elected from the county at large, but the county superintendent is appointed and the budget made by the county court, a fiscal body. For this reason, Tennessee is not among those States giving the board of education full control and management of the schools.

In Maryland the county boards of education are selected by the governor; in North Carolina by the legislature. In both these States the boards have the entire management of the schools under their jurisdiction and appoint the county superintendents.

The Maryland law provides that the county board of education of all counties which have not less than 100 teachers shall employ at least one primary-grade supervisor.

The minimum salary for such supervisor is \$1,200. The State pays half the salary from the general State school fund up to \$2,000; the county board may pay a higher salary and may employ additional supervisors. The law in this State also provides that each county shall have at least one statistical and one stenographic assistant.

In all the above county unit States the county board of education may and, in some of the countries of each of these States, does appoint supervisory assistants to the county superintendent. Alabama, Maryland, and Utah have gone further than any other States in this group in the percentage of counties in which there are supervisory assistants.

In the States having the weaker form of county unit (Arkansas, Mississippi, New Mexico, Florida, South Carolina, and Georgia) the superintendent is elected in all except Arkansas and Georgia, in both of which he is appointed by a county board of education. They have, in most cases, made a beginning in the direction of supervision, though few counties have supervisors and these relatively few. South Carolina reports more rural supervisors than any of the others in this group. Besides 21 counties with supervisors of white schools, there are 44 counties in which there are supervisors paid wholly or in part from the Jeannes Fund.

Advantages for supervision of county organization.—The county unit plan of organization for administration offers special advantages for supervision.

First, the board of education assumes entire responsibility to the people of the county for the efficiency of the schools. There can be no question as to the placing of credit for success or blame for failure. There is, therefore, a constant incentive to the board and its appointees to conduct an efficient system.

Second, the unit is large enough to insure funds adequate to finance the schools with reasonable liberality, hence possibility of salary enough to secure prepared and experienced supervisors and teachers.

Third, centralization of authority in all matters concerned with schools leads to unity of purpose and procedure throughout the system.

Fourth, there is a reasonable amount of uniformity in the length of term, qualification of teachers, and school facilities. The effectiveness of supervision is improved accordingly.

Fifth, consolidation is promoted and distances necessary for the supervisor to travel reduced and more visits to schools made possible.

Sixth, educational policies are continuous. Political changes do not lead to changes in superintendents and teachers. Positions and tenure can be governed by quality of service rendered.

It does not follow that good results are impossible under the district unit plan of organization. However, two things are necessary to efficient administration: System and personnel. While any system with a high-class personnel will be reasonably successful, even those of unusual ability can not do as good work under adverse conditions as they could if the administrative system were favorable.

Some plans followed under the county unit of organization.—County supervision offers problems in staff organization different from those which must be met in cities; among them the long distances which must be traveled to reach the schools. The distribution of the supervisor's time among schools and teachers is in itself an important consideration. The following are among the plans most commonly followed:

1. The regional or district plan. This is in operation in a number of rural counties. The county is divided into regions or districts. The schools of each district are under the supervision of one person, usually called a supervising principal or supervisor. These regions or districts are small enough to enable the supervisor to visit schools frequently and become familiar with the pupils and their work as well as with the teachers. Generally he makes his home in the district. Naturally the plan does not encourage a high degree of specialization on the part of the supervisor.

2. Special or grade supervision. According to this plan, which is in common use, the work is divided on the basis of (a) subjects, usually special subjects such as music, art, etc.; (b) grades; or (c) a combination of these. Division on the basis of single subjects, other than special subjects, is not found practicable as frequently as that by grades. Primary, elementary, and high school supervision, each division in charge of a special supervisor, is a common method of arrangement.

3. A combination of these two. The combination of the regional and special-subject plans is successful in many counties. As practiced it most commonly means the adoption of the regional plan for the usual elementary and high school subjects, with special supervisors of music, art, home economics, manual training, and agriculture for the whole county.

Examples of the above plans.—The regional plan of organization combined with some special-subject supervision is followed in Jefferson County, Ala. The staff is composed of the county superintendent, two assistant superintendents, four special-subject supervisors, and 10 supervising principals. The superintendent and one assistant superintendent and the four special-subject supervisors have as their field the county as a whole. Each of the supervising principals is assigned to a definite section or region.

Granite school district, Utah, is an illustration of a county with special-subject supervisors and a primary supervisor. There are special-subject supervisors for art, music, manual training, and sewing, respectively, and one primary supervisor.

Still another combination plan is followed in Baltimore County, Md. It is described by the county superintendent as follows:

The supervisory corps consists of a grammar-grade supervisor and an assistant; one primary-grade supervisor with an assistant; one rural-school supervisor; a part-time supervisor of manual training; a part-time supervisor of home economics; and a specialist in music who gives on the average of two days a week to the improvement of music in the suburban schools. We cooperate with the Maryland State Normal School in the supervision of music in our rural schools. The teacher of music in the Maryland State Normal School devotes two days a week to the supervision of music in the one-teacher and two-teacher schools in the strictly rural districts. The grammar-grade supervisor and the primary-grade supervisor and their assistants devote their time to the improvement of the quality of classroom instruction in the suburban schools and the schools in the territory which we term the middle zone. The rural supervisor spends all of her time in the northern part of the county working with one-teacher and two-teacher schools.

(B) SUPERVISORS PROVIDED BY STATUTE ACCORDING TO THE NUMBER OF TEACHERS OR SCHOOLS.

In Pennsylvania, North Dakota, South Dakota, and in some counties of Minnesota and Montana, assistant or deputy superintendents are provided for by statute, the number depending on the number of teachers, districts, or schools within the county.

In Pennsylvania the superintendent is allowed one assistant superintendent if there are more than 200 schools in the county and an additional assistant for each 200 teachers above that number, up to four assistants. The superintendent and assistants are appointed by the township trustees. The latter are chiefly supervisory assistants, relieved of clerical and administrative work as far as possible.

North and South Dakota have provisions for assistants, the number being based on the number of teachers or schools. In North Dakota the county superintendent "may appoint an office deputy if the county has more than 50 teachers and a field deputy for each additional 100 teachers." In South Dakota the county superintendent "shall be entitled to and may appoint" a deputy if the county has 50 or more teachers. If 100 teachers or more are employed, the superintendent may appoint a deputy with qualifications the same as those of the superintendent. The minimum salary prescribed is \$1,000.

In both these States the work of deputy superintendents may be either clerical or supervisory. In some counties reporting to the bureau the clerical work occupies the greater part of the assistants' time. The commissioners have a great deal of discretion in both States as to appointment and salary and the success of the plan depends in a large measure on their interest and generosity in providing funds.

In Montana the county commissioners may appoint a deputy (other than a clerk) in counties with 75 or more teachers employed in districts of the third class. The salary is \$125 per month and expenses. Montana has a law permitting counties to organize on the county unit basis, both the county and district systems are in operation in the State.

In Minnesota the county superintendent "is authorized" to appoint an assistant superintendent in counties with not less than 75 nor more than 121 schools for 40 days in the year at a salary of \$3 per day and expenses. When the number of schools is 125 or more two full-time assistants are allowed. Salaries are fixed by the county board of commissioners (fiscal).

In addition to supervision under the general provisions there are a few special plans in operation in Minnesota. The following statement from the inspector of rural schools explains this:

At present the work (supervision) is limited and can be done only where the following conditions exist: (1) Unorganized territory, that is, large districts with several schools under the direction of one board, as in several counties in northern Minnesota; (2) associated districts, that is, organized districts with one-room schools which are associated as provided by statute with a central school which maintains a high school or graded school offering industrial courses.

In one county organized as in (1) there are as assistants to the county superintendent the following: Two deputy superintendents, one principal, four special-subject supervisors, and two helping teachers. Each of the latter has charge of a given section of the county. All are appointed by the county superintendent and provided with traveling expenses or with transportation.

Another county contains one district in which five rural schools are associated with city schools and supervised by city supervisors; and one district which employs two supervisors for its rural schools. This county apparently is organized under both (1) and (2). Four other counties are reported by the State inspector, three of which contain one district each, made up of associated schools each district with a supervisor in charge. The other county contains two such districts, one employing one supervisor, the other two supervisors. In all six counties organized under one or the other of the plans described.

(C) SUPERVISION THROUGH COOPERATION WITH CIVIL AUTHORITIES.

In two counties in Illinois, two in Colorado, one in Kansas, one in Michigan, and a few in Washington, supervisors are reported employed as assistants to the county superintendent by special arrangement with the boards of commissioners or boards of supervisors in charge of general civil and business affairs of the counties. The supervisory assistants are usually appointed by the county superintendents with the approval of the civil boards. The salary paid and term for which supervisors are employed are fixed in the same way. Detailed description of the plan followed in two counties in Illinois is given in Part II. Similar arrangements as to salary and employment are made in the counties in the other three States. In some of these counties very satisfactory work is being done. There is always the possibility that an arrangement of this kind will so convince the patrons of the schools of the necessity of professional supervision that they will make permanent provision for its continuance. On the other hand, there is grave danger that the plan will not be in force long enough under favorable conditions to give it a fair tryout and with only spasmodic and temporary efforts which may fail altogether of having permanent results.

(D) RECENT LEGAL PROVISIONS NOT FULLY IN OPERATION.

Two States, Indiana and California, have new laws concerning supervision enacted in the legislative sessions of 1921. In California, an appropriation for the payment of salaries of supervisors is made. In Indiana, the law merely provides that the township trustees may appoint an assistant to the county superintendent. Since neither of these laws was fully in operation when the data for this bulletin were collected, it is not possible at this time to say how many supervisors will be employed under their provisions. A brief summary of the law in each State is given because some superintendents reported supervisors employed under its provisions.

California.—An appropriation of \$1,400 is made from State and county funds for the payment of rural supervisors in the same way as money is apportioned for teachers. The basis of apportionment for supervision is 500 units of average daily attendance, or major fraction thereof. There is no provision as to how many supervisors may be employed nor what salaries are to be paid. Both of these may be regulated by the county superintendent. In some cases as much as \$4,000 is being paid. One county superintendent writes the bureau as follows: "We are now working out the details and shall either provide the traveling expenses separately or will include it as a part of the salary paid, in which event the salary will probably be \$350 per month. We shall reduce the number and try to increase the quality of supervision."

Indiana.—The Indiana law concerning assistance to the county superintendent provides that "the township trustees may authorize the county superintendent to appoint an assistant to the county superintendent to assist him in his official duties, if in their judgment such assistance is necessary. Such assistant shall be appointed by the county superintendent and shall work under his direction and supervision." He shall be employed for a time and at a salary to be determined by the township trustees of the county and shall be paid out of the county treasury.

(E) STATES WITH NO SUPERVISORY ASSISTANTS.

In 11 States¹ no supervisory assistants for rural schools were reported to the Bureau of Education. These States are as follows: Arkansas, Arizona, Idaho, Iowa, Missouri, Nebraska, Nevada, New York, Oklahoma, Texas, and Wyoming. In all of them the county or district superintendent alone gives such supervision as he finds time for in addition to his other duties. Letters from the superintendents in these States and in many counties in other States in which assistants are not provided indicate a unanimity of opinion on the part of the rural superintendent as to the need of professional supervisory assistance if satisfactory school work is to be accomplished. A few extracts from such letters indicate the trend of these replies:

Extracts from letters of county superintendents in different parts of the United States concerning the need of supervisory assistants.

From a county commissioner in Michigan:

I regret to say that there are no assistants to the county school commissioner. Therefore, there can be no real supervisory work. I have tried to do such supervision work as was possible considering that I have 187 teachers under my supervision, scattered over a territory of 562 square miles. One hundred and thirty-seven of these are teaching in the rural schools and the remaining 50 are in the small towns of the county. * * *

I believe that one of the best ways to improve our rural schools would be to have this help through rural supervision.

From a superintendent in Montana:

By State law I am entitled to 1 for every 75 teachers—4 field deputies—but since this county is about the size of the State of Massachusetts I find difficulty in retaining those who have sense and ability to accomplish real results, because of the great dis-

¹New England group not included.

tances and inaccessible locations in mountainous localities and the rough land of rivers and creeks. One, to be of any service, must be able to drive a car, ride a saddle horse, or in a bad winter to snowshoe to reach the 300 teaching positions. Until recently I had 400 teaching positions, with the exception of a few small towns, all one-room rural schools, and visit them all myself, leaving the office work to the clerk as much as possible. I keep one field deputy, at a salary of \$125 and traveling expenses paid, to do follow-up work. Would have more if competent, hardy women could be found willing to undergo the hardships imposed by bad weather, and the poverty-stricken conditions caused by repeated crop failures, and adapt themselves to conditions. * * *

My plan is to have a circuit which would give visits of two hours or more to each school every six weeks, or oftener where conditions called for more assistance.

I very often leave at daylight and drive 60 or 80 miles before 9 o'clock when roads are fair, and my work the day previous has called me to the county seat which is 100 miles distant from much of the boundary line.

From a district superintendent in New York:

I have three high schools, and 47 rural schools, all situated in five townships, comprising a supervisory district of over 35 miles in length, driving distance. I furnish my own car for summer and horse for winter driving. There is no railroad or electric car connections between these schools. There should be an extra allowance for expenses for such conditions above the allowance made for districts with latter means of communication and easier conditions. Some of the more wealthy districts that can afford to do so, allow from \$600 to \$1,300 extra above the State minimum of \$1,800, and they are often much easier districts to supervise. The poorer districts with hard conditions should receive extra State aid to balance up the local aid given in wealthy districts, as mentioned above, so that the superintendent may receive more than the State minimum of \$1,800. The present arrangement tends to give the district in need of a strong superintendent a weak one.

From two superintendents in South Carolina:

I am glad the Bureau of Education is making this inquiry. This touches one of the vital needs of this section.

I am very sorry to tell you that the pay of the rural policeman in this county is more than the county superintendent of education. The salary of the superintendent of education is \$1,500 per year.

There are no supervisors or assistants, professional or otherwise.

There are no clerical assistants and the legislature did this year allow the superintendent of education \$100 for clerical help. It is worth a good deal more than that to make out the annual report which we are required to make.

There are 58 school districts in the county and around 175 teachers in the white schools and about 75 Negro teachers. All these are under the supervision of the county superintendent. Of course the supervision does not amount to a great deal.

From two superintendents in South Dakota:

I had hoped for a field deputy, qualified to help with supervision so that the field work might continue whether I had to be in the office or not, but I had such a reception from the county commissioners on the score that I think I must be content to hire a cheaper clerk (up to \$90 a month) to keep up the clerical work and trust to luck, as of old, that the field work will be skimmed ever so lightly by the end of the year. I have a county 36 by 48 miles; 143 rural schools ran last year, with 23 intentionally vacant. There are 14 or 15 towns under my direct "supervision," aggregating 52 teachers. Supervision is a word—not a fact—a pitiful delusion and almost a useless expenditure of time and money under these conditions.

"Millions for almost anything—but not one extra cent for schools," seems to be the policy in spite of the fact that we have the law in black and white, to provide extra help for supervision, to the end that the rural schools may be improved by the men on the county board.

Very much in need of more and better paid supervision of schools. * * * The office of county superintendent in this State is too much clerical and not enough supervisory.

From a superintendent in Virginia:

At one time we had four rural supervisors in this division and I am sure that the money paid them was well spent. I do not believe it possible to have efficient rural schools without careful supervision. And I am convinced that the supervision

should be intensive; that is, no supervisor should undertake to supervise more than 25 teachers, and it would probably be better if they had not more than 18 or 20.

The reason why we do not have more supervisors at the present time is simply because we can not raise the funds locally to meet the State appropriation. Farm products are so low that farmers are actually operating their farms at a loss, and under these conditions it is impossible to increase school levies. The school boards do not feel that they are justified in borrowing money from the bank for this purpose.

The following extracts from letters of superintendents in Pennsylvania express a need for clerical assistance:

I have over 300 schools scattered over nearly 1,200 square miles of territory and no provision for any clerical help whatever. It is a busy fellow I am.

This county contains 1,034 square miles of territory, 51 school districts, 350 teachers, 25 high schools, 5 vocational schools, 213 one-room schools. In this office are the county superintendent, one assistant, and the county vocational supervisor. The State laws authorize the county commissioners to furnish the office a stenographer. Last year they appropriated \$290 for the purpose; this year they made it \$350. This enabled us to pay a clerk \$70 per month for 7 months. Now, when we should be on the road every day among the schools, we find it necessary to spend considerable time in the office doing work much of which a clerk could do much more profitably. This office should be open every day and conditions should be made such that we can do the work of the office without the necessity of working both night and day.

I have no clerk. The commissioners of the county "may" employ one for me, but "may" is an easy word for the guardians of public moneys.

Chapter IV.

SUMMARY OF CERTAIN CONDITIONS SET FORTH IN TABLE 8.

1. THE RURAL SUPERINTENDENTS.

Method of selection.—In 25 States the rural superintendent is still elected by the people, either at the regular general election or at a special election held for the purpose. The aim of the special election, as of the separate ballot which is used in a few States, is to eliminate political considerations.

In the remaining 23 States the superintendent is appointed by State, county, or local boards of education, or other boards, some of which have few duties other than that of appointing superintendents, as in New York and Iowa. In 8 of these States appointment is made by a county board of education to which in six of them the general management of the schools is also intrusted. In six, the State board of education appoints or approves the appointment, while in the remaining nine the superintendent is appointed by boards varying as to composition and as to other duties. The States in each group are as follows:

METHODS OF SELECTION OF RURAL SUPERINTENDENTS.

States in which the superintendent is elected are: Arizona, California, Colorado, Florida, Georgia, Idaho, Illinois, Kansas, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Mexico, North Dakota, Oklahoma, Oregon, South Carolina, South Dakota, Texas, Washington, West Virginia, Wisconsin, and Wyoming.

States in which the superintendent is appointed are: Alabama, Arkansas, Connecticut, Delaware, Indiana, Iowa, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Nevada, New Hampshire, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Tennessee, Utah, Vermont, and Virginia.

In the following States the superintendent is appointed by the county board of education: Alabama, Arkansas, Kentucky, Louisiana, Maryland, North Carolina, Ohio, and Utah.

In the following States the State board appoints superintendents: Connecticut, Delaware, Nevada, New Hampshire, New Jersey, and Virginia.

In the following States other boards appoint superintendents: Connecticut (township trustees), Iowa (convention of all school officials of district), Maine (joint committee of towns), Massachusetts (joint committee of towns or school committee of one town), New York (board composed of two members from each township in the district), Pennsylvania (convention of school directors), Rhode Island (town committee or committees), Tennessee (county court), Vermont (by school committee from list submitted by Commissioner of Education).

Educational qualifications of county superintendents.—In the majority of States it is recognized that the superintendent in charge of rural schools is an educational officer and should have some definite educational qualifications and experience in school work, generally as a teacher, principal, or superintendent. In most of these States definite requirements in the way of academic and professional preparation and experience as teacher, principal, supervisor, or superintendent are set forth in the statutes. In a few others candidates for the position must hold a certificate of a stated kind or grade.

In the majority of States in which the superintendent is elected by popular vote, citizenship and residence in the county are specified requirements. Thirty-seven States require educational qualifications and 22 require educational experience from candidates for positions as rural superintendents. These States are as follows:

Educational qualifications required: Alabama, Arkansas, Connecticut, Delaware, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Mississippi, Missouri, Nevada, New Jersey, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, and Wyoming.

Educational experience required: Alabama, Arkansas, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Louisiana, Michigan, Missouri, Nevada, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, South Dakota, Tennessee, Virginia, Washington, and Wisconsin.

Salaries paid to county or other rural superintendents.—Salaries of superintendents are fixed by statute or subject to the discretion of the employing boards. Statutory provisions as to salary are usually based on tax valuation, school population and attendance, or number of teachers. Specific classification of counties with salary designation for each is sometimes made and in a few cases the salary of superintendents and the number and salary of assistants are set forth for each county in the statutes. There are some cases also in which the maximum and minimum are established, with some discretion left to county authorities as to the definite salary paid within these limits.

Superintendents are paid from school funds or from the "general" fund from which civil officials are paid. Local (county, town or district) responsibility for salaries, with a substantial contribution from State funds, is the practice followed in many States, the number of which is increasing.

Salaries paid superintendents are given in detail in Table 8. A summary showing the number of superintendents receiving specified salaries beginning with \$300 or less and increasing in amounts of \$200 and \$300 are given in Table 10. More rural superintendents fall in the group receiving between \$1,500 and \$1,800 than in any other. Of a total of 3,239 rural superintendents whose salaries are reported, approximately 22 per cent receive \$1,500 or more; 10 per cent receive \$2,100 or more, and 7 per cent above \$3,000 annually.

¹ Connecticut has some superintendents who are selected by the town school committee or board of education of any one town or combined towns and others who are chosen by the State board of education.

Compared with the superintendents in cities whose work does not exceed that of county superintendents in dignity and importance nor in difficulty, the salaries are not high. That they are higher than those paid in 1916 is indicated by the comparative data given in Table 4. Not only has the maximum salary paid increased, but the proportion of the total number of superintendents in each of the groups receiving salaries from \$1,800 up has increased materially. Especially is this true of the salaries above \$2,700. Salaries are in no sense commensurate with the importance of the work, but there is a very noticeable movement toward increasing them.

TABLE 4. —Salaries of rural superintendents for 1916 and 1920-21, compared

Annual salary.	Number of superintendents receiving—		Annual salary.	Number of superintendents receiving—	
	1916	1920-21		1916	1920-21
\$500 or less.....	11	7	\$1,800-\$2,700.....	58	313
\$500-\$700.....	27	12	\$2,700-\$3,000.....	8	237
\$700-\$1,000.....	64	13	\$3,000 or more.....	32	232
\$1,000-\$1,200.....	82	76			
\$1,200-\$1,500.....	179	318	Maximum salary reported.....	\$7,200	\$9,000
\$1,500-\$1,800.....	300	427	Number of superintendents reporting.....	1,490	3,290
\$1,800-\$2,100.....	294	533	Percentage of whole who reported.....	32	54
\$2,100-\$2,400.....	185	481			
\$2,400-\$2,700.....	41	337			

¹ In 1916 data on superintendents' salaries were collected from only 40 States. For the year 1920-21 data from all 45 States were obtained.

Number of teachers under the direction of rural superintendents.—Since this study concerns primarily not superintendents but supervisors, no effort was made to secure reports on the number of teachers which rural superintendents have under their direction. However, a number of superintendents gave information of this nature, and Table 2 shows the maximum, minimum, and median for 12 States reasonably representative in location and as to prevailing conditions. There are superintendents in each of these States who direct a large corps of teachers. This is only one indication of the difficulty of the work of the rural superintendent. The fact that rural-school teachers are usually untrained and are scattered over a wide extent of territory is more significant than their number.²

TABLE 2. —Maximum, minimum, and median number of teachers per superintendent in 12 States.

States.	Total counties.	Counties reported.	Maximum.	Minimum.	Median.
Alabama.....	67	61	625	51	150
Arkansas.....	78	57	312	60	125
Florida.....	51	25	300	24	60
Georgia.....	155	155	300	22	71
Idaho.....	14	11	250	21	73
Indiana.....	92	92	925	19	133
Nebraska.....	91	93	1,102	26	128
New Mexico.....	29	28	136	10	40
New York.....	1208	198	300	33	76
North Dakota.....	53	53	317	33	135
South Carolina.....	46	36	592	50	97
Tennessee.....	95	57	439	31	114

¹ Districts.

² Superintendents reported.

II. RURAL SUPERVISORS:

Number of supervisory assistants employed in the different States.—In Tables 3 and 4, the total number of counties, the number with supervisors, the counties having more than one supervisor and the total number of supervisors are given for each State.

¹ Data concerning territory under the jurisdiction of rural superintendents are contained in Bureau of Education Bulletin, 1916, No. 48.

followed by a list of States arranged in order of the number of supervisory assistants employed, with estimated total salaries paid as reported to the bureau. These are submitted in order to give a general idea of the progress different States are making toward solving the problem of rural-school supervision. Table 4 is not given with the idea of measuring or ranking the States, nor of showing the relative success with which the problem has been solved by them. There are beside the number of supervisors many other considerations involved such as density of school population, number, preparation and tenure of teachers, size of State, and number and size of counties and the like, therefore any such judgment is not possible from these data. The table is of interest merely to indicate how the States included are progressing in this particular. There are certain counties, townships, and rural districts in the United States which have an adequate number of professionally prepared supervisors, but it is doubtful if any State as a whole has. There is a pretty general agreement among county superintendents that a supervisor can effectively supervise from 25 to 35 teachers; the exact number depends on special conditions such as roads, preparation of teachers, and the like. If we think of States as a whole with adequate provision for all rural schools within their borders, no State can be said to have attained this standard. (New England States are excepted from consideration on this basis, and from the tables. Conditions and organization are so different in this group that comparisons with other States concerning rural schools are difficult.)

TABLE 3.—Number of supervisors in 31 States and their distribution among counties.

State.	Number of counties in State.	Counties reporting one or more supervisory assistants.	Counties reporting more than one such assistant.	Total number of county supervisory assistants reported.
Alabama.....	67	30	11	31
California.....	58	5	5	25
Colorado.....	63	2	1	3
Delaware.....	3	3	3	10
Florida.....	51	2	3	2
Georgia.....	135	3	2	6
Illinois.....	102	13	4	22
Indiana.....	92	7	3	19
Kansas.....	105	1	1	1
Kentucky.....	120	17	2	17
Louisiana.....	64	23	2	26
Maryland.....	23	20	12	40
Michigan.....	83	2	1	3
Minnesota.....	86	10	2	18
Mississippi.....	82	1	1	2
Montana.....	54	10	1	11
New Jersey.....	21	19	9	32
New Mexico.....	29	4	4	4
North Carolina.....	100	21	6	28
North Dakota.....	53	8	6	133
Ohio.....	88	5	1	214
Oregon.....	36	5	1	6
Pennsylvania.....	66	52	17	81
South Carolina.....	46	10	3	13
South Dakota.....	67	12	3	12
Tennessee.....	95	8	5	21
Utah.....	34	16	9	37
Virginia.....	100	28	11	44
Washington.....	39	8	2	5
West Virginia.....	55	30	22	86
Wisconsin.....	71	70	27	97

¹ Each county has a deputy.

² In two counties of Washington supervision is done by extension workers from the normal school and in one by principals of consolidated schools.

The New England States are not included in the foregoing table. States reporting no professional supervisory assistants to the rural superintendents are: Arizona, Arkansas, Idaho, Iowa, Missouri, Nebraska, Nevada, New York, Oklahoma, Texas, and Wyoming.

TABLE 4.—States in order of number of supervisory assistants reported with an estimate of total salaries paid such assistants in each.¹

State.	Total number of supervisory assistants.	Estimated salaries paid to such assistants.	State.	Total number of supervisory assistants.	Estimated salaries paid to such assistants.
Ohio.....	211	\$528,105	Minnesota.....	18	34,263
Wisconsin.....	97	155,718	Kentucky.....	17	9,292
West Virginia.....	86	166,598	South Carolina.....	13	16,325
Pennsylvania.....	81	172,800	South Dakota.....	12	11,181
North Dakota.....	53		Montana.....	11	22,000
Alabama.....	51	72,516	Delaware.....	10	19,200
Virginia.....	41	50,880	Oregon.....	6	8,100
Maryland.....	40	66,777	Georgia.....	6	10,000
Utah.....	37	66,052	Washington.....	5	10,390
New Jersey.....	32	62,100	New Mexico.....	4	6,550
North Carolina.....	28	42,317	Colorado.....	3	4,500
Louisiana.....	26	25,545	Michigan.....	3	6,400
California.....	25	61,700	Mississippi.....	2	2,535
Illinois.....	22	50,000	Florida.....	2	
Tennessee.....	21	20,650	Kansas.....	1	1,000
Indiana.....	19	26,500			

¹ When salaries were not reported an estimate was made on basis of average salary paid in county reporting.

² The deputy superintendents in North Dakota do part supervisory and part clerical work.

The following States have supervisors of colored schools paid in part by the Jeanes fund: Alabama, 27; Delaware, 3; Florida, 3; Georgia, 28; Kentucky, 16; Louisiana, 19; Mississippi, 23; North Carolina, 44; Oklahoma, 1; South Carolina, 24; Tennessee, 22; Texas, 15; Virginia, 47. Total Jeanes fund supervisors, 272.

Total colored supervisors reported by superintendents, 39. It is not possible from the reports received from county superintendents to discriminate between the colored supervisors who are paid wholly or in part by the Jeanes fund and those who are paid entirely from public funds. Fuller information concerning Jeanes fund supervisors is given elsewhere.

Ohio reports the largest number of supervising assistants. Ohio apparently leads as to the State-wide extension of supervision of rural schools and in the number of supervisory assistants to the county superintendents (called district superintendents) employed. Of the 88 counties in the State, 85 have at least one; each of 65 counties employs two or more district superintendents. For the whole State there are 214. Ohio also pays the highest median salary reported to rural supervisors, that is, \$2,500.

States in which supervision is State-wide.—Continuing to exclude from this consideration the New England States, next to Ohio, Wisconsin and New Jersey probably approach more nearly the goal of supervision which is State-wide in extent than the other States. In certain other States some counties have supervisors, even a well-organized corps of supervisors, but not all. In most of them the proportion of such counties to the total number of counties in the State is relatively small. From the standpoint of extent, it appears that provision for supervision by statute under State direction and support has resulted in the most definite progress.

On the other hand, if we are considering the possibility of specialized supervision either by grades or subjects, it appears that best results are oftenest secured when management by county authorities is in effect. It is only under conditions of this kind that we find at present a trained corps of specialists supervising rural school systems, though splendid work of the "all round" variety is being done under the other system.

Number of supervisors in the county unit States.—In all of the States in which the county board of education has control and management of schools and authority to appoint the superintendent and to control funds, there are some counties with professional supervisors. Tennessee has the smallest percentage of any State in the group, both as to number of counties under supervision and the number of supervisors.

employed. In Alabama, Maryland, Tennessee, and Utah there are at least a few counties in each State with a full staff of special supervisors. The total number of counties which have supervisors in this group of States is 136, or 27 per cent of all counties; the total number of supervisors is 220. These data are shown in Table 5.

TABLE 5.—Supervisors in the county unit States.

State.	Total number of counties.	Counties which have supervisory assistants.	Number of such supervisors.	Counties having 2 or more assistants.
Alabama.....	67	30	51	11
Kentucky.....	120	17	17	9
Louisiana.....	64	24	26	2
Maryland.....	23	20	40	12
North Carolina.....	100	21	28	6
Tennessee.....	95	9	21	5
Utah.....	34	16	37	9
Total.....	504	136	220	55

Among the States in this group Maryland leads in the percentage of counties having supervisors at the present time. There are now supervisors in 20 of the 23 counties. Alabama has the next highest percentage. Utah is third and Louisiana fourth among this group of States.

These three States also have the largest number of counties with a corps of two or more supervisors. They have apparently advanced further toward providing for professional supervision for rural schools than any other States in this group.

Among the States having the modified or weaker form of county unit, i. e., Arkansas,¹ Mississippi, New Mexico, Florida, South Carolina, and Georgia, South Carolina leads. Three counties in this State have two or more supervisors in each. It does not appear that this form of administration leads to progress so far as supervision is concerned.

Chapter V.

SUPERVISION BY STATE DEPARTMENTS.

As the responsibility of the State department for the improvement of rural schools becomes more recognized, provision is made in this department for State rural supervisors, called also inspectors or agents of rural schools. Such supervisors or agents are now employed in 32 States. Beside supervisors who spend all of their time with rural schools, there are in some States, such as California and Wisconsin, other department officials primarily employed for service in other schools but who devote a share of their time to rural schools.

Primarily, the function of these supervisors is to represent the State department in rural communities and among rural schools and to lead in all progressive movements for better schools and conditions in such communities. In many instances, rural-school inspectors have power to condemn or approve buildings, to recommend or deny the granting of State funds for specified purposes, or to standardize or otherwise classify schools. Generally, they work with and through the county superintendent, assisting him in holding teachers' and patrons' meetings, in supervising schools, conducting teachers' training classes and the like. Rural-school supervisors are expected to make studies of rural conditions in their own States and to keep in touch with the improvement of rural schools in other States and countries in order to be of the greatest service to their community.

¹ Arkansas should probably be considered as having the district organization. The county board of education has very little authority.

In many of the Northern States, State supervision or inspection is an outgrowth from the practice of providing State funds for improvement of rural-school buildings, promoting consolidation, and the like. When the State gives financial assistance for the promotion of any kind of work, inspection generally follows. As the school officials learned to appreciate assistance from the State department the need for it became definitely formulated and additional duties were given the inspectors or additional supervisors or inspectors were employed. In the Southern States, the appointment of such supervisors was initiated by the Southern Education Board and the General Education Board and most of the rural supervisors and agents in these States are still paid by the General Education Board. All supervisors considered here are employed by State departments or boards and are bona fide State officials, whether or not paid from State funds. A list of the States which have rural supervisors with the number in each, and salary received, follows:

TABLE G. List of States with State rural supervisors, number, titles, and salaries.

(From Bulletin, 1920, No. 46, and annual report of the General Education Board.)

State	Title	Number	Salary
Alabama	Supervisor of rural schools ¹	2	each \$3,500
	Teacher-training supervisor for negro schools ¹	1	1,800
Arkansas	Rural school agent ¹	2	each 3,500
	Rural school agent for negro schools ¹	1	
Colorado	Rural school supervisor	1	1,800
Connecticut	Supervising agent ²	31	2,200-4,500
Delaware	Assistant superintendent in charge of elementary schools ³	1	3,600
Florida	Rural school inspector	2	each 2,000
	State agent for negro rural schools ¹	1	3,000
Georgia	State supervisor for rural schools	3	each 3,000
	Rural school agent ¹	1	3,500
	Special supervisor for negro work ¹	1	3,500
Idaho	Rural school supervisor	2	
Illinois	Assistant superintendent for duty as rural supervisor	2	each 3,420
Iowa	Inspector of rural schools	1	each 2,400
Kansas	Rural school supervisor	2	each 2,000
Kentucky	State rural school supervisor ¹	3	each 3,500
Louisiana	do ¹	1	4,000
	Assistant State rural school supervisor	2	each 3,000
	State agent rural schools for negroes ¹	1	4,500
	Assistant State agent for negroes ¹	1	3,000
Maine	Agent for rural education ¹	1	3,200
	do ¹	1	2,700
Maryland	Supervisor of rural schools	1	4,250
	Supervisor of colored schools ¹	1	4,000
Michigan	Assistant superintendent of public instruction	2	each 2,500
Minnesota	Inspector of rural schools	1	3,200
	Assistant inspector	1	3,000
	do	1	2,250
Mississippi	State rural school supervisor ¹	1	3,500
	State supervisor of negro schools ¹	1	3,000
Missouri	Rural school inspector	3	each 2,400
Montana	Rural schools supervisor	2	each 2,500
Nebraska	First assistant superintendent (rural school inspector)	1	1,800
North Carolina	State agent for rural schools ¹	1	3,500
	State agent for negro rural schools ¹	1	3,500
North Dakota	Rural school inspector	3	each 2,200
Oklahoma	Rural school supervisor ¹	1	3,500
	do	1	1,800
Pennsylvania	Director of bureau of rural education	1	6,000
	Assistant to the director	3	each 5,000
South Carolina	Supervisor of rural schools ¹	1	3,500
	do	1	2,400
	Supervisor of colored schools ¹	1	3,500
South Dakota	Rural school supervisor	1	2,400
Tennessee	do ¹	1	3,000
	Agent for negro schools ¹	1	

¹ Paid by General Education Board. Appropriations for the maintenance of State agents for rural schools (white) are made in the following States: Alabama, Arkansas (2), Georgia, Kentucky (2), Louisiana, Maine (2), Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Virginia, and West Virginia. Negro agents are maintained in the following States: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana (2), Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.

² See explanation, page 37.

³ There are now no county superintendents in Delaware, the assistant State superintendent acting instead of the three county superintendents.

TABLE 6.—List of States with State rural supervisors, number, titles, and salaries—Continued.

State.	Title.	Number.	Salary.
Texas.....	Chief supervisor rural schools.....	3	\$1,300
	Supervisor of rural schools.....	9	each 2,200
	Agent for negro schools ¹	1	
Virginia.....	Supervisor for rural schools (white) ¹	1	3,500
	Supervisor for rural schools (negro) ¹	1	3,500
Washington.....	Assistant in rural education.....	1	2,100
West Virginia.....	Supervisor of rural schools ¹	1	3,000
Wisconsin.....	do.....	2	each 3,250

¹ See footnote 1 on p. 23.

Chapter VI.

SPECIAL PLANS FOR SUPERVISING RURAL SCHOOLS.

In addition to the regularly authorized plans for supervision described certain special arrangements are made in a number of rural counties or districts for supervision. Through voluntary cooperation on the part of principals and superintendents; cooperative arrangement with rural departments of normal schools; sometimes through the employment of supervisors whose salaries are paid by public subscription, rural schools often receive supervision of a high grade. The description of one such plan in a county in California follows:

I proposed the following plan to the superintendents and high-school principals of the county, eight in number: Each superintendent was to be responsible for visiting the schools near his district which were sending pupils to his high school. The principle back of that plan was that if these schools had some supervision the pupils who came into the high schools would do enough better work to pay for the time spent in this way. By that means it has been possible to start a feeling of relationship between the supervised and unsupervised schools which will soon have satisfactory results.

The weak spot in the arrangement was that there was no salary paid and, therefore, it was impossible to hold anyone to strict account. In some of the sections it has worked very well and in others nothing has come of it.

Another interesting plan is followed in a county in Washington:

We have a few consolidations in our county where the superintendents have supervisory power over the outlying schools of the district.

Vancouver, district No. 37, is such a school. This is the only first-class district in Clarke County, and the city superintendent gives part time to supervision of the one rural school in the district. With us a first-class school district is one that contains a city of 10,000 inhabitants. Salary for superintendent is \$3,300 for 12 months.

Battle Ground district No. 64, is a rural consolidation and the superintendent of the district has charge of not only the Central School but of the two outlying schools. One of these has two teachers and the other one. Salary is \$2,000 for 12 months.

This one comes from Tennessee:

We had last year one regular supervisor. This year I am planning to have the principals of my seven four-year high schools do this work in the grammar schools in the immediate community round their schools. In our county we make the four-year high school a community center and the grammar schools—one, two, and three room—units around this center.

My plan if carried out will mean that the principal of each high school will spend from two to four days each month visiting these grammar schools or units around his particular high school. Once a month these principals will meet in conference with me and our work will be reported and plans discussed for furthering the work of supervision. The State high school inspector thinks this plan a good one.

Another interesting plan is followed in a county of Michigan:

Our plan was to bring into the county during the first few weeks of the school year two or three expert rural helping teachers to spend a day each with the beginners,

answer their questions, rearrange their daily programs, conduct model recitations, advise with them relative to library lists and busy-work material, prepare language, geography, history, and other outlines; in a word, help with all their problems. Our idea was that the young teachers would receive an inspiration sufficient to keep them going correctly until they could "find themselves."

The assistant commissioner conducted the experiment, and about a week prior to the visits he called the teachers together and went over the plan with them. He explained that the project was purely a helping matter and that in no case would they need to expect anyone to come in to find fault. He requested the teachers to be prepared to ask questions about any of the work, no matter how insignificant the question might be.

The critic or helping teachers were cautioned that no destructive criticism would be allowed, that in every case she must find something to praise, and that every suggestion must be constructive. In other words, the frame of mind in which each teacher was to be left at the conclusion of the day would have a good deal to do with its success.

The plan was entirely successful for a trial experiment. This fall we intend to carry it out on a larger scale, and expect to have even greater success at that time.

Supervision of Negro schools through the Jeanes Fund.—The Jeanes Fund is a foundation with \$1,000,000 endowment, established by Miss Anna T. Jeanes, of Philadelphia. The income from this money, amounting to about \$40,000 a year, is spent in the country schools for Negro children throughout the South. Some of it is spent in helping country districts to build and equip houses, kitchens, shops, etc., and to extend the school term. A large part of it is spent in supplying industrial supervisors for the rural schools.

Under this plan a supervisor is appointed by the rural superintendent who becomes in fact one of his corps of teachers even though paid largely from the fund. This teacher or supervisor visits the schools of the particular territory, introduces and supervises some form of industrial work, and assists the teacher in as many ways as possible. Frequently these supervisors stay in the community and become social workers organizing improvement leagues, mothers' clubs, etc. They work for better buildings, better sanitary conditions, and general social and educational uplift. Many of the teachers employed in this work are trained at Hampton, Tuskegee, Fiske, Atlanta, and similar institutions. Traveling expenses also are allowed from the Jeanes Fund.

According to the latest report of the president of the foundation available, the work is established in 13 States. There are 272 supervising or special teachers who are paid in part from the fund and in part by the counties in which they are employed. A report of this work for 1920-21 states that the supervisors visited regularly 976 country schools in 269 counties, making in all 34,641 visits. The salaries paid to the supervising teachers during the year amounted to \$214,033, of which \$117,746 was paid by the public-school authorities and the remainder by the Jeanes Fund. Below are given the States in which supervisors are furnished with the number of counties and supervisors in each.

TABLE 7.—*Jeanes Fund supervising teachers, 1920-21.*

State.	Number of counties.	Number of teachers.	State.	Number of counties.	Number of teachers.
Alabama.....	26	127	Oklahoma.....	1	1
Delaware.....	3	3	South Carolina.....	24	24
Florida.....	3	3	Tennessee.....	23	22
Georgia.....	27	124	Texas.....	15	15
Kentucky.....	20	116	Virginia.....	41	47
Louisiana.....	18	119			
Mississippi.....	23	23	Total.....	13	269
North Carolina.....	43	144			272

¹ Includes one State worker.

SUPERVISION OF RURAL SCHOOLS.

TABLE 8.—Rural superintendents, supervisors, and units of organization for rural school systems in the United States.

State.	Title.	Superintendents.					Supervisors.		Unit of organization.						
		Term, in years.	Appointed by county board.	Elected by people.	Salary.	Number receiving.	Traveling expense allowed.	Educational.	Legal qualifications.	Percentage of counties having.	Method of selection.	Salary—maximum, minimum, and median.	Percentage of counties having clerical assistants.	For school administration.	For supervision.
Ala. X.	County superintendent of education.	2-5 X	X	X	\$1,000-1,500 1,500-2,000 2,000-2,500 2,500-3,000 3,000-3,500 3,500-4,000 4,000-4,500 4,500-5,000	18 18 20 11 11 11 11 11	Yes.	Graduate of standard normal or equivalent; or holder first-grade or life certificate.	Noneducational.	Experience.	At least 3 years' successful teaching experience.	\$3,000 1,200 1,500	96	County.	County.
Ark.	County superintendent of schools.	2 X	X	X	1,000-1,500 1,500-2,000 2,000-2,500 2,500-3,000 3,000-3,500 3,500-4,000 4,000-4,500 4,500-5,000	3 3 3 3 3 3 3 3	Yes.	Two years' professional training in normal college or university, and hold grade-school teaching certificate or one of higher grade.	25 years of age.	24 months' experience in teaching with in 5 years in modeling preceding grades.	County board may provide supervisors.	3	District (county).	District.	
Ark.	do.	2 X	X	X	1,000-1,500 1,500-2,000 2,000-2,500 2,500-3,000 3,000-3,500 3,500-4,000 4,000-4,500 4,500-5,000	45 9 9 9 9 9 9 9	Yes.	Two years' professional training in normal college or university, and hold grade-school teaching certificate or one of higher grade.	25 years of age.	24 months' experience in teaching with in 5 years in modeling preceding grades.	County board may provide supervisors.	3	District (county).	District.	

Calif.	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048	1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059	1060	1061	1062	1063	1064	1065	1066	1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079	1080	1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120	1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	1147	1148	1149	1150	1151	1152	1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176	1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200	1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218	1219	1220	1221	1222	1223	1224	1225	1226	1227	1228	1229	1230	1231	1232	1233	1234	1235	1236	1237	1238	1239	1240	1241	1242	1243	1244	1245	1246	1247	1248	1249	1250	1251	1252	1253	1254	1255	1256	1257	1258	1259	1260	1261	1262	1263	1264	1265	1266	1267	1268	1269	1270	1271	1272	1273	1274	1275	1276	1277	1278	1279	1280	1281	1282	1283	1284	1285	1286	1287	1288	1289	1290	1291	1292	1293	1294	1295	1296	1297	1298	1299	1300	1301	1302	1303	1304	1305	1306	1307	1308	1309	1310	1311	1312	1313	1314	1315	1316	1317	1318	1319	1320	1321	1322	1323	1324	1325	1326	1327	1328	1329	1330	1331	1332	1333	1334	1335	1336	1337	1338	1339	1340	1341	1342	1343	1344	1345	1346	1347	1348	1349	1350	1351	1352	1353	1354	1355	1356	1357	1358	1359	1360	1361	1362	1363	1364	1365	1366	1367	1368	1369	1370	1371	1372	1373	1374	1375	1376	1377	1378	1379	1380	1381	1382	1383	1384	1385	1386	1387	1388	1389	1390	1391	1392	1393	1394	1395	1396	1397	1398	1399	1400	1401	1402	1403	1404	1405	1406	1407	1408	1409	1410	1411	1412	1413	1414	1415	1416	1417	1418	1419	1420	1421	1422	1423	1424	1425	1426	1427	1428	1429	1430	1431	1432	1433	1434	1435	1436	1437	1438	1439	1440	1441	1442	1443	1444	1445	1446	1447	1448	1449	1450	1451	1452	1453	1454	1455	1456	1457	1458	1459	1460	1461	1462	1463	1464	1465	1466	1467	1468	1469	1470	1471	1472	1473	1474	1475	1476	1477	1478	1479	1480	1481	1482	1483	1484	1485	14
--------	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	----

SUPERVISION OF RURAL SCHOOLS.

TABLE 8.—Rural superintendents, supervisors, and units of organization for rural school systems in the United States—Continued.

State.	Title.	Superintendents.				Supervisors.			Unit of organization.		
		How chosen.	Salary.	Traveling expenses allowed.	Legal qualifications.	Percentage of counties having	Method of selection.	Salary maximum, minimum, and median.	Percentage of counties having clerical assistants.	For school administration.	For supervision.
		Term, in years.	Amount.	Number receiving.	Educational.	Noneducational.	Experience.				
Idaho.	County superintendent of public instruction.	4	x \$1,000-2,000 x 1,500-2,000	22	State or life certificate.	25 years of age; must be qualified from county from which nominated.	Not less than 2 years' experience as teacher or in schools of Idaho; 1 year of which must be as a principal while holding a certificate for lower than State certificate.		17	County.	
Ill.	County superintendent of schools.	4	1,500-2,000	9	Valid county supervisory or a State certificate.	Actually engaged in educational work.	At least 4 years' teaching experience.	County board may authorize county superintendent to employ assistants.	60	County.	
			2,000-2,500	40							
			2,500-3,000	37							
			3,000-3,500	9							
			3,500-4,000	4							

^a Most superintendents in Maine have helping teachers. There are 115 in the State.

Increased under certain conditions.

Township trustees,

TABLE 8.—Rural superintendents, supervisors, and units of organization for rural school systems in the United States—Continued.

State.	Title.	Subject-matter.					Supervisors.			Unit of organization.	
		How cho- sen.	Salary.		Traveling ex- penses allowed.	Legal qualifications.		Ex- perience.	Percentage of coun- ties having supervisors.	Method of selection.	Percentage of coun- ties having clerical assistants.
			Term, in years.	Elected by people.	Fixed by board.	Amount.	Number receiving.				
Mass.	Superintendent of schools.	x	3	x	x	\$2,000-\$2,500 2,500-3,000 3,000-3,500 3,500-4,000	11	If State and is re- ceived in st- hold certifi- cates of quali- fication from schools. Otherwise no local qualifi- cations required.	11	State and is re- ceived in st- hold certifi- cates of quali- fication from schools. Otherwise no local qualifi- cations required.	11
Mich.	County com- missioner of schools.	x	1	x	x	500 or less. 500-1,000 1,000-1,500 1,500-2,000 2,000-2,500 2,500-3,000 3,000 or more.	11 11 22 22 15 3 3	Graduation from college, univer- sity, or normal or 3-year course and State certi- ficate or, in small county, second grade certificate.	12 months' ex- perience as teacher with in State.	Superintendent appointed with permission of fiscal board.	10 Townships and the city.
Minn.	County super- intendent of schools.	x	1	x	x	200 or less. 200-1,000 1,000-1,500 1,500-2,000 2,000-2,500 2,500-3,000 3,000-3,500 3,500-4,000	1 2 12 18 18 21 21		11	Appointed by board of school directors or by fiscal board.	22 Districts.

[illegible]

^a By State board.
^b Increased under certain conditions.
^c Town boards.

11 By State commissioner.

TABLE 8.—Rural superintendents, supervisors, and units of organization for rural school systems in the United States—Continued.

State.	Title.	Superintendent.					Supervisors.			Unit of organization.	
		How chosen.	Term, in years.	Salary.		Local qualifications.	Percentage of counties having.	Method of selection.	Percentage of counties having.	For school administration.	For supervision.
				Amount.	Number receiving.						
N. Mex.	County school superintendent.	Appointed by county board.	2	\$1,200-\$1,500	5	Yes.		County board of education.	45	County.	County.
N. Y.	District superintendent of schools.	Elected by people.	5	1,500-2,000 2,000-2,500 2,500-3,000 3,000-3,500 3,500-4,000 4,000-4,500 5,000 or more.	27 50 14 1 6 1 3	Yes.				School district.	Superintendent's district.
N. C.	County superintendent of public instruction.	Appointed by county board.	2	500 or less 500-1,000 1,000-1,500 1,500-2,000 2,000-2,500 2,500-3,000 3,000-4,000 4,000-5,000 5,000	11 5 27 40 11 9 1 2 1	Yes.		Practical teacher at time of appointment.	21	County board of education.	County.

N. Dak.	County super- intendent of schools.	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048	1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059	1060	1061	1062	1063	1064	1065	1066	1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079	1080	1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120	1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	1147	1148	1149	1150	1151	1152	1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176	1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200	1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218	1219	1220	1221	1222	1223	1224	1225	1226	1227	1228	1229	1230	1231	1232	1233	1234	1235	1236	1237	1238	1239	1240	1241	1242	1243	1244	1245	1246	1247	1248	1249	1250	1251	1252	1253	1254	1255	1256	1257	1258	1259	1260	1261	1262	1263	1264	1265	1266	1267	1268	1269	1270	1271	1272	1273	1274	1275	1276	1277	1278	1279	1280	1281	1282	1283	1284	1285	1286	1287	1288	1289	1290	1291	1292	1293	1294	1295	1296	1297	1298	1299	1300	1301	1302	1303	1304	1305	1306	1307	1308	1309	1310	1311	1312	1313	1314	1315	1316	1317	1318	1319	1320	1321	1322	1323	1324	1325	1326	1327	1328	1329	1330	1331	1332	1333	1334	1335	1336	1337	1338	1339	1340	1341	1342	1343	1344	1345	1346	1347	1348	1349	1350	1351	1352	1353	1354	1355	1356	1357	1358	1359	1360	1361	1362	1363	1364	1365	1366	1367	1368	1369	1370	1371	1372	1373	1374	1375	1376	1377	1378	1379	1380	1381	1382	1383	1384	1385	1386	1387	1388	1389	1390	1391	1392	1393	1394	1395	1396	1397	1398	1399	1400	1401	1402	1403	1404	1405	1406	1407	1408	1409	1410	1411	1412	1413	1414	1415	1416	1417	1418	1419	1420	1421	1422	1423	1424	1425	1426	1427	1428	1429	1430	1431	1432	1433	1434	1435	1436	1437	1438	1439	1440	1441	1442	1443	1444	1445	1446	1447	1448	1449	1450	1451	1452	1453	1454	1455	1456	1457	1458	1459	1460	1461	1462	1463	1464	1465	1466	1467	1468	1469	1470	1471	1472	1473	1474	1475	1476	1477	1478	1479	1480	1481	1482	1483	1484
---------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------

TABLE 8.—Rural superintendents, supervisors, and units of organization for rural school systems in the United States—Continued.

State.	Title.	Superintendents.					Supervisors.			Unit of organization.		
		Term, in years.	How chosen.	Salary.	Travelling expenses allowed.	Legal qualifications.	Percentage of counties having	Method of selection.	Salary—maximum, minimum, and median.	Percentage of counties having	For school administration.	For supervision.
			Appointed by county board.	Amount.	No.	Educational.	Noneducational.	Experience.			Town.	Town.
R. I.	Superintendent of schools.	(1)	x	\$1,625 1,800 1,150 1,400 2,625	1	Certificate, approved by State board, which requires a certain amount of professional experience or training.			11	11	School committee.	Town.
S. C.	County superintendent of education.		x	500 or less. 900-1,000 1,000-1,500 1,500-2,000 2,000-3,000	Yes.	Not specified.			24	19	County board of education.	Independent district and county.
S. Dak.	County superintendent of schools.		x	500 or less. 500-1,000 1,000-1,500 1,500-2,000 2,000-3,000	Yes.	State certificate or certificate of higher grade at time of induction into office.		2 years' teaching experience.	18	54	Superintendent with 50 or more schools may appoint deputy.	District or township.

Tenn.	County super- intendent of public in- struction.	250 x	500 or less. 500-1,000 1,000-1,500 1,500-2,000 2,000-2,500 2,500-3,000 3,000-3,500 3,500-4,000	Yes. 12 15 12 12 12 12 1	Graduate of Ten- nessee State University or equivalent; or must pass spe- cial examina- tion and must have certain literary or sci- entific attain- ments.	Must have skill and experience in teaching.	8. County board of education.	2,500 2,500 1,200	7. County district.	Do.
Tex.	do.	7 x x	1,500-2,000 2,000-2,500 2,500-3,000 3,000-3,500 3,500-4,000	Yes. 75 32 41	Teacher's certif- icate of first grade or per- manent certifi- cate.		0	(2)	District	Do.
Utah.	Superintend- ent of schools.	2 x	500 or less. 500-1,000 1,000-1,500 1,500-2,000 2,000-2,500 2,500-3,000 3,000-3,500 3,500-4,000	Yes. 1 2 8 10 12 12 1	Life diploma of grammar school grade.		30. County district board ap- points.	2,250 (*) 1,200 1,500	County dis- trict.	County district.
Vt.	do.	(1) 2 x	500 or less. 500-1,000 1,000-1,500 1,500-2,000 2,000-2,500 2,500-3,000 3,000-3,500 3,500-4,000	No. 8 10 12 12 12 1	Trained educator			(15)	Town	Town or union.
Va.	Division su- perintendent.	4 x	500-1,000 1,000-1,500 1,500-2,000 2,000-2,500 2,500-3,000 3,000-3,500 3,500-4,000	Yes. 10 10 10 10 10 10 1	Teacher's license equivalent of first grade; or 2 years' college work in college or normal; or graduate of standard col- lege.	3 years' experi- ence as teacher or supervisor in 10 years immediately preceding en- gineering.	2. Appointed by board on rec- ommendation of superin- tendent.	2,400 2,750 1,325	0 District	Division.
Wash.	County super- intendent of schools.	2 x	500-1,000 1,000-1,500 1,500-2,000 2,000-2,500 2,500-3,000 3,000-3,500 3,500-4,000	Yes. 1 15 15 15 15 15 1	First grade or higher certifi- cate.	Not less than 2 years' teach- ing experience in State.	21. County super- intendent may appoint with consent of county fis- cal board.	3,000 1,500 1,500	do.	County.

1. Fixed by board. 2. By State board. 3. Fixed by committee. 4. By county court. 5. One town. 6. Few. 7. Per year (3 days per week).

TABLE 8.—Rural superintendents, supervisors, and units of organization for rural school systems in the United States—Continued.

State.	Title.	Superintendents.					Supervisors.			Unit of organization.	
		How chosen.	Salary.	Traveling expenses allowed.	Legal qualifications.	Percentage of counties having supervisors.	Method of selection.	Salary—maximum, minimum, and median.	Percentage of counties having clerical assistants.	For school administration.	For supervision.
W. Va.	County superintendent of schools.	4	\$1,000-\$1,500 1,500-2,000 2,000-2,500	25 No. 22	Supervisory certificate of graduate of normal or equivalent.	54	Local authorities appoint.	\$4,300 2,150	0	Magisterial district.	County and supervisory, generally magisterial district.
Wis.	do.	2	1,000-1,500 1,500-2,000 2,000-2,500 2,500-3,000	11 Yes. 34	Certificate entitling to teach in any public schools of State or a county supervisory certificate.	Not less than 8 months' teaching experience in public schools of State.	Not less than 8 months' teaching experience in public schools of State.	2,700 1,700 1,500	60	District.	County.
Wyo.	do.	x	\$115 per month. \$3.33 per month.	1 Yes. 20	Wyoming teacher's certificate as high as first grade, in full force and effect.	0	Local Committee on schools appoints.	2,700 1,700 1,500	11	do.	Do.

PART II.—METHODS OF SUPERVISING RURAL SCHOOLS AS PRACTICED IN FIVE STATES.

Chapter VII.

SUPERVISION IN CONNECTICUT.

Connecticut rural schools may be supervised in one of two ways: (1) Under local control, with a superintendent employed by the town school committee; or (2) directly under a centralized system provided by the State. The latter plan is the one described here. A modified form of the plan was established in 1903, when eight towns were brought under State supervision. At that time one-fourth of the expense was paid by the towns and the remainder by the State. In 1909 the law was changed both as to number of schools in the towns eligible and source of salaries paid. At present there are 96 towns under State supervision, a material increase in the number of towns supervised under the new plan. All towns with 20 schools or fewer are eligible. The State employs and pays the entire salaries of the supervisors who are called supervising agents.

The township is the unit of administration, with a committee in charge of the schools of each town. The supervising agents are State officials employed by the State and authorized to supervise, but with no administrative authority except that delegated to them by the local authorities. The committees may give the supervising agents any powers they wish or withhold them at pleasure. On the ability of the supervisors to work with committees depends their success and their power to carry out the regulations of the State board. According to a bulletin issued by the State board of education in 1916, this plan "in practice has worked well, probably better than would a scheme giving the State more power over the schools."

SALARIES, TENURE, AND PERSONNEL.

The State supervisory force is made up as follows: One director, 3 inspectors, 3 part-time inspectors who are also supervising agents, and 27 full-time supervising agents. A supervisory district may include one or more towns generally, but not necessarily adjoining, none of which has more than 20 teachers. Each agent supervises about 30 teachers.

The State board and the director of supervision devote considerable time and thought to the selection of the supervising agents and make a special effort to get and keep a high-grade corps of supervisors. The salaries paid vary from \$2,200 to \$3,000 per year. Academic and professional qualification of the supervising agents vary; all are normal or college graduates and many have done graduate work. At least two years' experience in teaching is required. A majority of supervisors have been in the service three years or more and a few have served many years. Full information is given in the table below.

Academic and professional preparation of supervising agents of Connecticut.

Number of supervising agents who have attended normal school and college, but have not graduated.....	1
Number who have graduated from normal school and attended college, but have not graduated from the latter.....	4

Number who have had normal school, college, and graduate work.....	4
Number having normal school, college, and graduate degree.....	5
Number having college work only.....	1
Number having college and graduate work.....	13
Number having college and graduate degrees.....	2
Total.....	33

Tenure of supervising agents.

Years in service:	Number of agents serving.	Years in service—Contd.	Number of agents serving.
1.....	2	10.....	1
2.....	10	11.....	1
3.....	8	12.....	2
4.....	2	13.....	1
6.....	1	18.....	1
7.....	3	Total.....	33
9.....	1		

Salary of supervising agents.

Annual salary:	Number of agents receiving.	Annual salary—Contd.	Number of agents receiving.
\$2,200.....	5	\$2,700.....	1
\$2,250.....	1	\$2,750.....	1
\$2,300.....	1	\$2,800.....	2
\$2,400.....	5	\$2,900.....	1
\$2,500.....	1	\$3,000.....	3
\$2,550.....	1	Total.....	17
\$2,600.....	3		

GENERAL SUPERVISORY PLANS.

The supervisory work under State direction is well organized and systematic. Throughout the year frequent conferences of supervising agents are held and each year there is a summer school for supervisors held at Yale. These sessions are devoted in part to planning work which the supervisors expect to follow during the year. Projects and plans are worked out by committees then submitted to the group for rejection or adoption.

The reports of committees not only outline plans to be adopted but give detailed suggestions regarding the methods by which they are to be put into operation by the supervising agents. Further details may be added if desirable or changes made, and the whole plan is clarified in the group discussions which follow the presentation of the reports.

The director and the three inspectors, beside being responsible for the supervision of certain assigned territory, spend a large part of their time with the agents directing and unifying the work of the whole corps. The result of the system is that while unity of procedure prevails in the towns under State supervision there is apparently sufficient latitude for individual expression and initiative. The scheme is democratic, because plans originate and are perfected by the supervisors themselves in committee or group meetings and because it results in giving to all teachers affected approximately the same quality of supervision. In fact, the most striking characteristic of supervision under State control as observed in Connecticut is the superior teamwork as among the supervisory agents themselves and as between the teaching corps and the supervisor. All seem to be systematically working for similar and definite ends.

The remaining 6 are special State agents; 3 part-time men, 3 inspectors. There is also 1 State director.

Committee reports form the basis of supervisory plans.—The reports of committees concerning plans of procedure when worked out in detail in discussions at summer schools and other meetings of supervising agents are circulated in printed form as bulletins or circulars and form a guide for each supervising agent in his work. The report of the committee on training teachers in service is an example of the kind of work done in this way. This report begins with a statement concerning the necessity of carrying on this kind of training in a system in which inexperienced and relatively untrained teachers are employed. It then sets forth in some detail ways in which the supervising agents may accomplish this result through their teachers' meetings, model schools, individual criticism, demonstration lessons, professional reading, State normal school correspondence courses, and teachers' institutes. The full report of this committee is given in Appendix B.

Other committee plans.—Among the practices established, which have resulted from the work of committees and group discussions, the following are of special interest and importance: A plan for promotion by subjects instead of grades; distribution of proficiency certificates in the common-school subjects among children who comply with certain requirements in these subjects; suggestive programs for one-room schools regulating the number of classes and recitation periods; and "supervisory calendars." The latter provide an outline of activities which supervisors should follow, or at least not neglect, for each month of the year.

Promotion in one-room schools as directed by supervising agents is largely by subjects rather than grades. The system is found to be more flexible and to give better opportunity for individuals of varying abilities to progress as rapidly as possible. The teacher of a one-room school has little time to give pupils individual attention; therefore this arrangement makes it possible for the exceptionally bright child to go ahead faster than he otherwise could and offers an opportunity for the slow one to receive added drill where needed without too great expenditure of the teacher's time. (For form used see Appendix B.)

A suggestive time table for one-room schools and "a work-hour test," as one means of rating the efficiency of one-room schools, are plans worked out by the efficiency committee. The latter contemplates a period of observation on the part of the supervising agent; directions are given in the committee report for observing the children in the room and noting the time during which each child is idle or imperfectly employed in order to check up on loss of time. Quality of written work submitted, promptness, and attention to manners and language are other items observed. The school is then rated in percentage terms on the basis of the observation. (See Appendix B for forms used for rating and for suggestive time tables.)

The model school as an aid to supervision.—The State plan for rural supervision provides for the upkeep of "model" schools, one school for each 20 teachers. They are used as demonstration schools and are in charge of superior teachers selected by the supervising agents. The regular salary is supplemented by the State. One day a week of the model school teacher's time is devoted to demonstration teaching for observation; one day to visiting and assisting teachers in their own classrooms. Schools must conform to certain requirements concerning accessibility, size, equipment, rating of school by supervising agent with respect to teaching and management, and the like, in order to be selected for use as model schools. Detailed suggestions as to the manner in which the schools can be made most helpful as a means of supervision have been worked out by a committee of supervisors. (See Appendix B.)

The use of plan books.—A scheme for improving the work of teachers through the use of a teacher's plan book is another idea worked out by a committee of supervisors. These books, carefully kept for the day, were observed on the desks of all teachers visited. The plan book contains a brief scheme for the conduct of each recitation. Beside the primary purpose of assisting the teacher, it enables the supervisor to judge

the lessons to which he listens more intelligently than would otherwise be possible. The supervisor also keeps in the teacher's desk a notebook, in which constructive criticisms and favorable or unfavorable comments as seem necessary and good for the guidance of the teacher are recorded. This notebook is left with the teacher after being filled in by the supervisor. There is also an oral consultation at the close of his visit. The book reminds the supervisor at his next visit of the conditions previously observed and enables him to check up the progress of the pupils and teacher along the lines he has suggested. The outline used in the plan book, with one of several suggestions given in the circular of which it is a part, is herewith presented:

Teachers will not be expected to indicate the steps of procedure except for lessons involving the teaching of new material. It is assumed that good procedures for drills and tests are known by all teachers. Where it is necessary to train teachers in such proceedings supervisors may require teachers to show steps of drill lessons in the plan book until they are thoroughly mastered.

The following are sample entries for a daily plan book:

Subject.	Standard.	Stage.	Aim and content.	Procedure.	Accomplishment.
History...	iii	4	Teach main facts in life of Nathan Hale.	1. Review and introduction by teacher; use pictures. 2. Story of Nathan Hale, by teacher with word outline on board. 3. Teacher repeats story. 4. Volunteer tell part. 5. Volunteers tell whole. 6. Teacher repeats and calls on individuals to tell whole.	Pupil's language poor. Outline too long John absent.

The use of special charts furnished by the State.—Another feature of the methods used by the supervisors which is worthy of attention is the use of charts for drill purposes, made especially for the rural schools under the direction of the supervisors. They are mounted inexpensively, and furnished free to all schools by the State. One of the 13 charts used in teaching history and one of the seven used in teaching arithmetic are given in Appendix B as illustrative of the kind of material used for this purpose.

The use of particular methods and materials.—The Connecticut course of study prescribes a system of teaching beginning reading which involves the use of charts, cards, circulars, and other materials, all of which are furnished by the State; a system of teaching health and prescribed physical exercises; and other definite regulations concerning methods of procedure, in which all teachers, especially beginners, need special directions and guidance. The intelligent use of these by a number of teachers observed, many of whom have little professional preparation, testifies to the effectiveness of the supervisory methods and practice.

• OTHER ACTIVITIES.

Library work.—A high grade of work toward the encouragement of good reading is being done in cooperation with the township libraries. There is a State grant for school libraries, and this, supplemented with the books received from the township libraries, provides for each school a sufficient number of good books to put into the hands of every school child. The Connecticut public library committee issues certificates to pupils who read as many as five books selected from a list recommended by the committee. The certificates are given on the recommendation of teachers and supervisors who are expected to assure themselves that the reading of the child has been thorough and practical. Lists of books recommended for each grade are furnished by the State library committee. There is an active connection between the

under the direction of this committee, and the schools. The librarian advises with the school and the school acts as a distributing center of books for adults as well as for children.

SCHOOL BUILDINGS.

A five-year program has been adopted for the improvement of buildings and grounds, with definite accomplishments prescribed for each year. A concerted effort is being made to carry out this program in compliance with the requirements of the State law as to the ventilation, lighting, equipment, cleanliness of rooms and yards, heating, and the like.

HEALTH INSTRUCTION.

A "daily health check list" is posted in each schoolroom or in the register. Exercises are given daily out of doors by the teacher under the direction of the supervisor. School nurses and physicians are provided in all towns. In one of the towns there is a dental clinic in the central school. The children in the various schools of the town who are found by physician or nurse with defective teeth are sent here for treatment. The health chart and the form for daily check list used in all schools are shown in Appendix B.

Chapter VIII.

SUPERVISION IN NEW JERSEY.

GENERAL STATEMENT CONCERNING CONDITIONS IN THE STATE.

In 1916 the State of New Jersey provided for the supervision of rural schools by establishing a plan for the employment of helping teachers. The helping teachers are selected by the commissioner of education and appointed on his nomination by and with the approval of the State board of education. They are responsible to and under the direction of the county superintendent with whom they work.

The number of helping teachers in the county varies from 1 to 4; the number of teachers under their supervision from 20 to 50. They are paid from county funds in 10 equal installments on an order issued by the county superintendent of schools. They are, however, in a large sense State officials with the prestige and authority which accompany such a position. The present initial salary is \$1,800; \$2,000 and \$2,200 are paid after a sufficient amount of successful experience. There is also a traveling expense allowance of \$500 per year.

The work of the helping teachers covers all activities which involve the efficiency of classroom teaching. It is assigned by the superintendent or initiated by the helping teachers themselves. While it is chiefly of a supervisory nature, no strict differentiation is made as between administrative and supervisory duties. The superintendent in many cases delegates either to the helping teacher.

The township is the unit of administration in New Jersey. The schools are under the direction of a board of trustees varying from six to nine members, one-third of whom retire each year. Incorporated boroughs and certain townships, while under the general direction of the county superintendent, may employ a superintendent or supervising principal, thus relieving the helping teacher of the supervision of the school directly under this principal's jurisdiction. All other schools of the county are supervised under the direction of the superintendent.

As in other States, organized on any small unit basis, there is in New Jersey a great variation among townships in wealth and in ability to provide school facilities. The

rating in one county, for example, varies in the different townships from 26 cents to \$2.68 per hundred dollars of valuation. These variations are naturally reflected somewhat in school conditions. This county pays approximately one-fourth of the total maintenance expenses from a State-wide county tax of 2½ mills, which is one equalizing factor. The remainder of the money for the support of schools comes from local funds.

Besides the administrative organization many other factors affect the amount and quality of supervision. The number of teachers in a supervisory district, the distances between schools, and the kind of roads condition somewhat the number of visits possible and the closeness of the supervision. In general these and other general conditions for supervision are favorable. The ability of the helping teachers and of the teaching personnel are the main factors in the efficiency of the work. In the counties observed there is considerable unity among schools in classroom practice and equipment, course of study, and the like. The majority of schools are reasonably well equipped and the tenure of service among teachers is above the average. These conditions testify to the good work of the supervisory force. At what expense of time and energy (which might have been put into actual supervision under a more favorable organization) this is obtained may be judged by those experienced in this field of school work.

In all the counties in the State there is a two-day institute held annually late in the summer or early in the fall about the time of the beginning of the school term. This is under the general direction of the State department, but local problems as well as those of special interest from the viewpoint of the State department are discussed. There are two meetings a year of the county superintendents and helping teachers in the State. Doubtless a reasonable amount of uniformity of procedure may be expected in the different counties as a result of the conference. The State department exercises some but not close direction of the county supervision.

An idea of the methods used and of the quality of the supervision given will be best secured by an account of the work observed in two counties: both were designated by the State department as reasonably typical so far as general school conditions and supervision are concerned.

OCEAN COUNTY.

General conditions.—Ocean County is in the eastern part of the State near the coast. Much of the land is not cultivated. Timber and swamps are prevalent. Truck gardening, growing of cranberries, and raising poultry are important industries.

The county superintendent is assisted by two helping teachers, one of whom has served since the law was passed and is completing her fifth year. Two years ago an additional helping teacher was added. The salary of the former is \$2,000, of the latter \$1,800. Both receive the full traveling allowance of \$500. Each drives her own automobile.

For supervisory purposes the county is divided into two divisions with a helping teacher in charge of each. The helping teachers supervise the work of 29 and 28 teachers, respectively. There are 41 school buildings in the county and 57 teachers exclusive of those in boroughs and townships employing supervising principals. Of the 57 teachers, 33 are in one and two teacher schools.

The teaching force.—A general idea of the group of teachers to be supervised may be obtained from the following facts concerning them: Of the total number of teachers in the county about 36 per cent are graduates of a standard normal school or have equivalent training; practically all others are high-school graduates with additional professional training of one or two summer schools of six weeks each. Teachers with college training are confined to the high schools. The salaries in rural schools are from \$700 to \$1,000. The greatest number receive between \$800 and \$900. Of the

whole number of teachers 38 per cent are teaching for the first time in their present positions, and 62 per cent teaching either their first or second year in the county.

Important features of the supervision in the county.—Supervision is carried on through personal visits to the school, group meetings, county institutes, circular letters, demonstration teaching, and individual instruction. A good deal of use was made of standard subject-matter tests during the year the visit was made to the county, as a means of checking the work of teachers and pupils. The supervision of these tests and of physical education in the rural schools, while by no means the only accomplishments, are outstanding ones in the supervisory work observed in the county.

Group meetings.—Local group meetings are held in five selected centers in the county, according to a schedule worked out by the county superintendent some weeks in advance of the meetings and sent out to all teachers in the county. Such a schedule is shown in Appendix B, page 104. The teachers are divided into three groups for this purpose as follows: Group 1, composed of first and second grade teachers; Group 2, third, fourth, and fifth grade teachers; Group 3, sixth, seventh, and eighth grade teachers.

The meetings are held on regular school days after 1 p. m., when the children are dismissed. A demonstration lesson usually features the meeting. It may be given by a helping teacher, but usually it is given by a classroom teacher. It is planned to illustrate certain selected principles or methods. A discussion follows, led by the helping teacher. Each teacher present is expected to give one constructive criticism or suggestion. An outline of such a lesson (a copy of which is placed in the hands of each teacher before beginning) and of the points for discussion, as worked out by the helping teacher, are given as reasonably typical of the way in which this kind of work is done in the county. During visits to teachers, which follow the meetings, further help along the same line is given by the helping teachers.

OCEAN COUNTY PUBLIC SCHOOLS.

DEMONSTRATION LESSON.

Arithmetic.

Subject: Taxation (direct).

Aim:

1. To make clear the meaning of and necessity for taxation.
2. To teach the method of securing the taxes.
3. To teach the methods of finding the proper amount of taxes to be levied.

Motivation: Having the pupils make the work local and concrete.

Procedure:

1. Discussion of taxation by pupils.
2. Report of committee on local taxation for last year.
3. Method of finding tax rate.
4. Application of method.
5. Assignment of lesson next day.

OCEAN COUNTY PUBLIC SCHOOLS.

DISCUSSION OF DEMONSTRATION LESSON.

Arithmetic.

Subject: Taxation.

This lesson is practical as it is almost time for the last payment of taxes, which comes in December. Greater interest in property and more care in looking at tax bills to see if correct will no doubt be an outgrowth of the lesson.

Appointing committees to gain information from assessor, tax collector, and other sources showed good organization and caused the pupils to use their initiative. The teacher pointed out a means of saving time by moving the decimal point instead of dividing by 100, which was good. Having the pupils work at the blackboard stimulates the interest of all the pupils and affords a fine means for checking the work by both the teacher and the pupils.

Is it right for all to pay the same taxes, and why? is a good question, causing pupils to think and discuss the question, for many are affected by taxation.

When questions can not be answered by the pupils, a fine opportunity arises for an assignment for the next day.

HELPING TEACHER.

The organization of one-teacher schools.—The schools of the State of New Jersey are organized on the 8-4 plan; that is, eight elementary and four high-school grades. In the Ocean County one-teacher schools, the eight-grade classification has been abandoned and four classes or divisions established in its stead. The classes are organized on this basis and the regular State course of study adapted to the plan by the regular teachers assisted by the helping teachers. Suggested daily schedules or programs are sent out from the county superintendent's office which are based on the plan of four classes or grades instead of the usual eight. (See Appendix B.) The classification varies in different schools, but generally it contemplates four classes as follows:

Class A, including work usually done in the sixth, seventh, and eighth grades and requiring three years for completion; B, alternating the fourth and fifth grades' work, requiring two years for completion; C, alternating second and third year work in a similar way; and class D for beginners.

The use of the standard tests.—Standard subject-matter tests are used extensively in the county as a means for measuring and directing progress among teachers by the superintendent and the helping teachers. The work is done through committees of teachers working under definite directions and with well-formulated plans. In addition to the immediate purposes accomplished by giving the tests, cooperation among teachers, a spirit of unity and professional loyalty within the group, and friendly rivalry among schools result from the practice.

Among others in 1920 the Nassau County composition test was given in grades 4 to 12 the latter part of March. The subject was "What I should like to do next Saturday." The test was conducted by the superintendent and helping teachers.

The papers, about 3,500 in number, were graded by the classroom teachers and then sent to the office of the county superintendent. They were then turned over to a committee of 15 teachers appointed for the purpose. Each paper was graded three times by the members of the committee; tables showing the distribution were prepared and a superior composition was selected from each grade. Copies of these superior compositions, with constructive criticism made by members of the committee added below, and tables showing the grades made by each class and by each grade for the county as a whole were sent to every classroom. The committee of teachers believed that this would inspire pupils to greater achievement.

The committee also made a list of 10 ways in which weak spots in the instruction, as shown by the tests, could be improved by the classroom teachers. A sample composition with the comments made by the committee is given in Appendix B.

Physical education.—Physical education receives special attention in the county. It is a regular and important part of school work in the State, and a manual is furnished as part of the State course of study. Under the direction of the helping teachers the county classroom teachers give especial attention to this phase of their work. Rhythmic exercises, folk dancing and games, out-of-door setting-up exercises, and systematic practice for contests are important features of the instruction. The procedure is unified and motivated by the observance of an annual May day festival and field day. This is the important event of the school year, preparation for which begins many weeks in advance of the appointed day. All schools participate in one or more of the different activities. From 2,500 to 3,000 children are expected to take part in the various contests in 1921. Training for the competitive events, such as gymnastic drills, folk dances, races, and contests, is given by the teachers.

There are three classes for entry: Class 1, high schools; class 2, elementary schools of three rooms and larger; and class 3, small schools of one and two rooms. A school competes only with others in its class. A circular containing a list of competitive events with directions concerning entries, costumes, and giving general regulations concerning awards and the conduct of contests is sent out from the county superintendent's office in advance of the time set for the event. Other circulars are distributed which give full directions for preparing for each of the different exercises or contests. In this way and by personal visits the work is carefully supervised throughout the county by the superintendents and helping teachers. (See Appendix B for list of events for 1921.)

Pupils and superintendents' record cards.—A permanent record card is kept for each pupil enrolled in the schools of the county, giving certain facts about his birth, nationality, attendance, and school record in the different branches for the eight years of the elementary course.

The superintendent when visiting the teacher makes a record of his visit on a card prepared for the purpose. On this he notes the general procedure of the classroom; condition of the room as to lighting, cleanliness, and general house-keeping; and the personal appearance and work of the teacher. In addition, he makes such oral suggestions as he believes will be helpful, and may, if he sees fit, use the items listed as "excellencies in teaching" on the card as a basis for his suggestions or for discussion. (The forms used for both cards referred to here are shown in Appendix B.)

SUPERVISION IN HUNTERDON COUNTY.

General conditions.—Hunterdon County is a prosperous farming county in the north-western part of the State of New Jersey. The soil is fertile and adapted to general farming, stock raising, and dairying, which are the occupations followed in the county chiefly.

The county superintendent (who has been in his present position 26 years) is assisted by two helping teachers who have served since the passage of the law in 1916 and are, therefore, completing their fifth year. Each is in charge of one of the two supervisory districts into which the county is divided. There are 45 teachers in one and 42 in the other. The description of the work here given concerns the former division only.

The teachers.—The salaries of the rural teachers in this division of the county range from \$950 to \$1,300. The largest number, 22, receive \$1,000. The complete schedule of salaries for the 45 teachers is as follows: Number receiving \$950—9; \$1,000—22; \$1,200—9; \$1,250—2; and \$1,300—3. Thirty teachers (two-thirds of the total) are in one-teacher schools; 4 in two-teacher schools, and the remaining 11 in schools of three and four teachers.

Of the whole group nearly half—22—are high-school graduates, who have, in addition, one, two, or three summer-school terms of professional preparation. Four are high-school graduates only; 15 (one-third of the total number) are normal-school graduates; 3 have had one year of normal-school work; and 1 is a college graduate. About one-third—16—are teaching their first or second year in the county. More than half—25—have had five years or more experience in teaching. In all but one or two cases all the experience has been gained within the county under the direction of the helping teacher. This tendency to retain teachers who do satisfactory work is unusual in country schools and is apparently a result of supervision. The teachers with several years of experience under supervision have most of the characteristics of professionally prepared teachers in methods of teaching and in attitude toward their work.

The work of the supervisor.—The supervisor of the district in this county, in addition to general supervision of school organization, management, and methods, has

given special attention to a few things in which progress is particularly noticeable. Attention is given chiefly to these in this report, since only a portion of the work can be described. The plan of combining or alternating the work of two years or grades in one and two teacher schools is practiced in this as in Ocean County and an account of it need not be repeated. An annual school festival for rural schools is also given in this county at the county seat. In addition to various athletic contests, arithmetic and spelling contests, and four-minute speeches, a health pageant, *The Strong Child*, was presented by the children of the rural schools at the annual field exercises in 1920.

Extension classes.—As a means of improving the work of a group of teachers, many of whom had little professional preparation, extension courses for teachers in the county, running for 15 Saturday sessions, were conducted for two years. Classes were taught by helping teachers, local supervisors, and the county superintendent. The official announcement of these courses for 1919-20 states that the normal school at Trenton credited the courses given the preceding year. English composition, hygiene and health, music, hand work, administration, and supervision were among the courses offered. The following account of the movement is quoted from a letter from the helping teacher:

Enrollment the first year numbered 20 students; the second year we enrolled 30. The classes were organized with the idea of training teachers in the problem-method of handling geography, history, and handwork, and in order to teach music appreciation and give teachers guidance in managing the hot lunch. The work was hampered by blizzards during the winter months, which made traveling almost impossible; but in spite of these difficulties, through the classes we were able to secure progress which would have been impossible without them. The classes were held during 1918, 1919, and 1920, but have been discontinued because the salaries have been raised materially, 100 per cent in some cases, making it possible for teachers to attend near-by summer schools.

Teachers' meetings and the project method.—The supervisor, in addition to making as many visits as possible to the schools under her direction, depends on group meetings of teachers to give general directions for work to be carried on in all of the schools. The teachers are divided into three groups as follows: Group 1 is for teachers in two, three, and four-room schools; group 2 is for experienced teachers in one-room schools; and group 3 is for first year or beginning teachers in one-room schools.

Each meeting is planned to emphasize a particular policy, principle, method, or activity, or to solve a particular problem. (A copy of a circular letter concerning one of these meetings is given in Appendix B.)

Some idea of the way in which these meetings contribute to the growth of the teachers may be obtained from an account by a helping teacher, who introduced the project method of teaching in her supervisory district. The helping teacher herself outlined a series of projects and sent hectograph copies to every teacher in the group. Units of the series were discussed with teachers on the supervisor's visits. One project was developed by a teacher directed by the helping teacher; the former was then chosen to give a demonstration at the coming teachers' meeting.

Circular letters, announcing the meeting and its purpose, and suggesting points to be observed in the demonstration lesson, were sent out to all teachers. In addition to the teacher who gave the demonstration lesson, several others were asked to be prepared to tell about certain phases of the project method which they had worked out with success. The morning program of the teachers' meeting was devoted to music, the demonstration lesson, and to reports on certain phases of the work previously assigned. In the afternoon there were discussions of the demonstration teaching and additional reports.

The meeting was followed up by additional circulars sent out by the helping teacher—in these the principles underlying project teaching were stated; projects were outlined illustrating each of the four types suggested by Kilpatrick and referred to in previous circulars; and requests were made that each teacher send outlines of projects

of the different types to the helping teacher. They were also requested to be prepared to tell, at the next teachers' meeting, how far they had succeeded or failed in putting their work on a project basis. At this meeting the best of the projects sent in were copied and distributed among the whole group.

Working under the direction of the supervisor, along the lines suggested in the foregoing letter, the teachers themselves developed interesting projects on many subjects. Among these a few may be mentioned here: Garden projects correlated with arithmetic, music, geography, industrial arts, and language; making a doll's house (for lower grades) correlating with the school subjects; problem "What people needed to work before I could get my pair of shoes?" and sewing project "Which is cheaper, a home-made or a ready-made dress?"

The work of school clubs. Working for good health, through health clubs, and for better language, through better language clubs are interesting features of the rural-school work in the county. Splendid accomplishments resulting from these clubs were noticed in every rural school. In fact, the high quality of the work of the supervisor was shown by the fact that good club work was found in all schools, not in a few schools, and while not uniformly good all the work was creditable.

The health clubs are organized as units of the Hunterdon County Health Association and follow a plan worked out for the whole county. Each school is a branch with a health officer in charge. The officer may be either a boy or girl elected by the school club for a period of one month. He is responsible for compliance with regulations on the part of members of the club and reports daily on the results. Certain physical exercises prescribed for the county are conducted under the direction of the teacher who is also the chief health officer. Buttons, one for the health officer, another style for members of the clubs, and another of special design labeled "Order of distinguished service in health" are furnished by the county and given out under prescribed conditions. Some of the results of the health club work as published in a county circular, based on the reports of 1,750 children who have been active members for three years, are shown below. There are now 3,000 members in the rural schools of the county,

Result of health club work.

	Before health club.	1917-18	1918-19	1919-20
	Per cent.	Per cent.	Per cent.	Per cent.
Sleeping with open windows.....	55	90	93	96
Brushing teeth twice a day.....	25	75	73	68
Washing face, hands, neck, and ears.....	67	94	98	97
Cleaning finger nails.....	34	78	74	75
Brushing and combing hair.....	75	96		
Doing without tea and coffee.....	33	76	76	78
Practical physical training each day.....		97	99	97
Playing a game each day.....			99	97
Improving in posture.....			84	85
Using individual towels.....			44	65
Using individual drinking cup.....			85	87
Keeping desk and surroundings in good order.....	40		93	93
Doing at least one daily helpful deed.....			96	
Carrying clean handkerchief each day.....				80
Drinking at least two glasses of milk per day.....				70
Chewing food properly.....				86
Attending to needs of body at proper time.....				97

A "better language club" is organized in each of the schools. The children encourage each other to form habits of speaking correctly, and learn to criticize and take criticisms from others with courtesy and good spirit. School credits are given for work in the club, differently colored cards being used to represent one, two, three, or more credits. An attractive pin, with the letters B. L. C., denotes membership. The pins have a special appeal to the children and are an incentive to join the club.

and to practice its precepts. Any pupil who will work to improve his English may become a member. Officers are elected in the usual way. A club committee takes charge of the morning exercises once each week and helps to arrange the programs for other entertainments. The secretary of each club keeps a record of the credits earned by members, and reports monthly to the county superintendent. The plan by which credits may be earned in the first four grades follows:

Plan by which pupils in grades I-IV may earn credits.

	Maximum toward certificate or pin. ¹
1. For correcting an incorrect speech habit, 4 credits.....	20
2. For retelling a story well, 4 credits.....	40
3. For telling an original story well, 5 credits.....	
4. For reciting a poem well, 3 credits.....	30
5. For each poem remembered until the end of the school session, 1 credit.....	10
6. For neat and well-written stories, the result of cooperative work, 3 credits....	30
7. For good independent work in composition, 5 credits.....	30
8. For an excellent topical recitation in reading, language, or other subjects, or for the telling of an interesting happening in morning exercises or in a conversation period, 3 credits.....	30
9. For fine club spirit, 1 credit.....	10
10. For the reading of any book approved by the teacher, 3 credits.....	30

The socialized recitation in the rural schools.—The extension courses established for the teachers of the county offered an opportunity to give definite instruction in the conduct of the "socialized" recitation, in the use and meaning of the project method, and to work out other plans designed to help teachers to meet special conditions which prevailed in the county schools. The best thing about the use of methods and plans introduced by the helping teacher was not so much the grade of work done by the teachers observed but the fact that progress was made in these particular directions by all, not just a few of the teachers visited, and always with a measure of success.

In reply to an inquiry about the manner in which this kind of work was introduced and encouraged among the schools the helping teacher writes:

The work developed gradually. We had, first, a Better Language Club. The children were then encouraged to check each other up in the use of English by the teacher who asked the class during the recitation, "Who wants to make a suggestion to the pupil reciting?" or, "Has anyone a question to ask about that?" In this way the children, guided by the teacher, learned to make most of the suggestions necessary during the recitation. The habits formed in language classes and in language clubs spread naturally and the children were soon participating freely in discussions connected with their recitations in other subjects. Sometimes assignments growing out of questions raised by the children while studying a lesson were written on the blackboard by them.

During the past year we have suggested that children be given credit for correcting rude habits. We have made a drive to eliminate "grunts" and substitute the use of "yes" and "no." We have encouraged children to stand when responding to a teacher and when visitors are introduced; to say "excuse me" when passing another; and "I beg your pardon" when they disagree in their discussions or don't hear a question.

Circular letters, giving suggestions for the conduct of the recitation, outlining lessons, and illustrating methods, are sent out by the supervisor. These circulars supplement the course of study and give definite suggestions for "socializing" the topics being taught at the particular time they are sent out. The helping teacher gives additional help and suggestions following these outlines when she visits

¹ 150 credits required to secure either.

the school. The outlines are discussed at meetings, and demonstration lessons, illustrative of their use, are given when necessary or desirable.

Teachers' council.—A county teachers' council, composed of teachers elected by the county association, has been organized in the county. Since January, 1921, this council has (1) cooperated with the superintendent and helping teachers in planning the annual spring festival.

(2) It has taken action in favor of advising every township board of education to give each of its schools \$10 annually for library books.

(3) It has decided to investigate and plan for study articles and material for the promotion of professional growth among the teachers of the county. Suggestions from teachers are requested.

(4) It has approved a suggestion that the county prepare units of a course of study in geography and natural history planned by the teachers. Committees are now working on such outlines for the third and fourth grades.

(5) It has appointed a committee, of which the county superintendent is the chairman, to prepare in pamphlet form material for teaching intelligent appreciation of the State school system. (Copied from circular letter distributed by county superintendent's office.)

The school lunch.—Fifty per cent of the teachers in this supervisory district have served one hot dish at noon during the winter months. Food in some cases has been purchased by parent-teacher associations. In most cases staple supplies, such as cocoa, sugar, salt, etc., have been purchased by parent-teacher associations and the children have brought milk, potatoes, and other necessary supplies and have had the lunch without further cost to them. In a few instances children have purchased the hot dish at a minimum cost. Problems growing out of the work have been used for teaching arithmetic and other subjects. The equipment usually consists of a two or three-burner blue-flame oil stove, cooking utensils, and porcelain or enameled cups or bowls for serving. The children have done the cooking, serving, and cleaning up under the direction of teachers in one and two room schools. The practice is one of the outgrowths of the extension courses.

Chapter IX.

SUPERVISION IN ILLINOIS.

GENERAL CONDITIONS IN THE STATE.

In Illinois there are no special statutory provisions for supplying professional supervision except that given by the county superintendent of schools. There are, however, a few counties in which professional assistants to the superintendent are employed. In these the county board of commissioners, a fiscal body, cooperates with the superintendent by furnishing from county funds the money necessary to pay their salaries and traveling expenses. The minimum salary and minimum qualifications of county superintendents are fixed by statute; the minimum salary may be increased by the board of commissioners at their discretion. A State certificate or a county superintendent's certificate and four years of teaching experience are required of candidates for election to the office of county superintendent.

The district is the unit of organization. Each district has a board of trustees of three members. The board has full charge of the school or schools in the district, including the employment of teachers, and all other business and educational duties except as they may voluntarily delegate any of them to the county superintendent.

BUREAU COUNTY.

Conditions in the county.—Bureau County is a prosperous farming county located in the northwestern part of the State on the Burlington Railroad. There are 380 teachers and 191 school buildings in the county. Of the latter 151 are one-teacher and 6 are two-teacher schools. There is 1 consolidated school in the county, in which all the elementary and four high-school grades are offered. The county superintendent has one full-time clerk and one assistant supervisor, who spends all of her time in classroom supervision. The money necessary to employ these assistants is appropriated by the board of commissioners from county funds. They are appointed by the county superintendent.

It is evident that in a rural county with so many teachers—most of whom are in one-teacher schools—much time must be spent in traveling, and two persons are not enough to give the most effective supervision. Even though the supervisor is constantly in the field and the superintendent as much of the time as administrative duties will permit, it is impossible to visit all the teachers often. Plans must be made to carry on the work without depending too much on the personal visits of the supervisor. This is accomplished in Bureau County by supplementing visits with circular letters; by group meetings; by providing for tests and examinations given at designated centers; through the annual institute of one week preceding the opening of the school term; by the use of the county school libraries; and in such other ways as the superintendent and supervisor find advisable.

It has been found effective to make careful plans for discrimination among the teachers who need to be visited and helped early in the school year; those who must be visited often; and those who are able to follow written directions with fewer visits. As soon as school opens in the fall the superintendent and supervisor visit the new and inexperienced teachers first. They give such help as is possible in one long visit and one or two shorter follow-up visits. Contemporaneously with this a rapid survey of the county is made, which enables the superintendent and supervisor to decide how their time may be divided most profitably during the fall term. Experienced, prepared, successful teachers, especially those who have taught in the county the preceding year or years, must be reached through circular letters and one or two visits a year. The larger part of the supervisor's time is then spent with those teachers new to the county and wholly or relatively inexperienced and untrained.

The teachers' institute.—The superintendent and supervisor make as good use as possible of the annual teachers' institute as a means of familiarizing themselves with the teachers employed for the coming school year and of starting them to work under direction. The institute, which is held the latter part of August, lasts five days. The county superintendent has arranged with the school boards for paying the teachers for attendance, and is therefore able to expect all of them to be present. During these five days the superintendent and supervisor are assisted by a corps of instructors. Direct practical instruction is given in methods of teaching, school organization, and management. The supervisor herself gives instruction in beginning reading and in directed seat work for primary grades. Through giving such instruction at the beginning of the school year and following it up with definite demonstration lessons and personal assistance, good results are secured.

The supervisor also gives special attention during the institute and the first few months of school to assisting the teachers in formulating their daily schedules. Forms are supplied from the office on which the programs are placed, in letters large enough to be seen in all parts of the schoolroom. All the teachers visited in the county were avoiding the usual multiplicity of recitations found in one-teacher schools, and were applying intelligently the methods of teaching, beginning reading taught by the supervisor. These are two of the results of systematic organization for supervision which are apparent even to a casual observer.

Working through school centers.—For the purpose of carrying out certain plans of the superintendent, of conducting final tests, preparing for and holding closing or graduating exercises, and undertaking other activities, the county is divided by the county superintendent into sections which are called centers. In each there is a central school within easy access of all other schools in the group. Here the teachers meet. Under the direction of one of their number, who in turn is directed by the superintendent, they carry on systematic reading and discussion of the books in the State reading-circle course. Meetings are held at regular dates, and credit is given by the superintendent to those who meet the prescribed requirements.

At each center in the county cooperative closing exercises are given each spring. Dates are arranged so that the superintendent or supervisor can be present. The exercises are directed by a program committee made up of teachers selected by those in the group composing the center. The county superintendent appoints a leader for each center, who with the committee is responsible for all necessary arrangements and for the program. Suggestive programs, with the material necessary to arrange for them, as well as definite suggestions as to their preparation, length, etc., are sent out from the office of the superintendent. To cite one example, the superintendent's office recommended for the year 1920 that each center prepare a pageant representative of local history. Full directions with a selection of literature on the subject were sent to each center from the county office. In this way the various committees were able to work out intelligently a pageant based on the early history of the county, each one emphasizing that of the immediate community for its particular pageant.

In addition to reading-circle work and the preparation and holding of closing exercises, the centers are used as gathering places for the pupils to take final tests for promotions at the end of the year. These tests are given under the direction of leaders appointed by the superintendent. The work is then checked and evaluated by the superintendent or supervisor. Cooperative work among teachers and schools is encouraged. It offers a convenient method for the superintendent and supervisor to carry out plans on a larger scale than would be possible if it were necessary to visit each school in the group. Special merit can be approved by the superintendent and leadership developed and encouraged. This is as true for the children as for the teachers.

Professional credits and score cards.—Professional credits are annually given by the county superintendent for the following: Teaching success; attendance at institute (National, State, county, division, and local meetings); reading books or school journals; attending professional schools; making reports; conducting teachers' reading-circle work; and leading in committee or group work.

In this connection, a teachers' schedule or success card is furnished by the county superintendent. Each teacher is asked to estimate herself on the following: Teaching ability, 40 points; professional attitude, 40 points; personality, 20 points. The superintendent furnishes these cards and asks the teachers to score themselves and keep the cards. After three months they are requested to score themselves again and look for progress and improvement.

Distribution of circulars and circular letters.—The "circular and correspondence" method is used in this county as a means of keeping in as close touch as possible with the teachers. Multigraphed copies of suggestions on school organization, program making, use of teachers' manuals and textbooks, and other similar subjects are sent out early in the term. These are followed up by visits of the superintendent or supervisor who explains them and makes additional suggestions. Bimonthly and final tests are given throughout the county; they are used as a means of checking up the work of the teachers. Directions for giving the tests are sent out with the questions. After the papers are examined in the office of the county superintendent, follow-up letters are sent out to all teachers calling attention to probable weaknesses in the teaching which the tests have disclosed. In this way, the supervisor can keep

in touch with the work of pupils as well as that of the teachers. At the end of the year when final tests are sent out, the superintendent is able to send also the names of those pupils who are entitled to take examinations for promotion.

Standard tests were given in the county during the year 1921 in several subjects. Through instruction given at the institute and the circular letters, the superintendent was able to direct the work so that there was reasonable uniformity.

An idea of the kind of follow-up work after examinations, which is done in this county through circular letters, may be gained from reading one of them which is given in Appendix B, p. 111.

The county library plan.—Bureau County has a circulating library containing approximately 7,000 volumes. They are for distribution among the schools of the county and are sent on request of the teachers, prepaid, with directions for care and return. They may be returned or sent to other schools as the plans require. Full sets of supplementary readers, enough for all children in all grades; reference and supplementary material in geography and history; books for school entertainments; a good selection of books on methods of teaching; and all the books recommended in the Illinois pupils' reading course are among those in the library. Samples of and directions for giving seat work and materials and supplies for primary grades are sent out also in the same way as books.

The books are in constant circulation. The superintendent and supervisor note the needs of the schools as they make their visits and then select and send books or other material with instructions to the teachers as to their use. In this way each school is supplied with a reasonable amount of material and is not dependent entirely on the textbooks owned by the pupils.

The supervision of buildings and grounds.—The county superintendent exercises careful leadership in the matter of school buildings and grounds. The State law gives him considerable power in enforcing regulations concerning sanitary conditions of schools. After visits by the superintendent or supervisor a report on the condition of the building and the amount and kind of equipment found is sent to the board of directors with suggestions for improvement and the request that these suggestions be followed. Other letters are sent to the board members from time to time as the need arises, calling attention to conditions which may be improved and making suggestions on matters concerning the welfare of the schools.

In a majority of cases, the physical conditions of buildings and grounds of the schools in the county are exceptionally good. Old buildings are in a fair state of repair; and new ones are built with due regard to lighting, heating, and general sanitary and hygienic considerations. Either furnaces or jacketed stoves are used in all schools. Teachers have supplemental reading and materials either belonging to the school or furnished from the office of the county superintendent. The majority of the rooms have one or two good pictures, closets for books, often a piano or phonograph, and other evidence of attention to their environment and to order and cleanliness on the part of the teachers. These evidences of supervision in the general appearance, upkeep, and equipment of the schools, both within and without the buildings, are apparent to anyone familiar with conditions which prevail in rural communities throughout the country.

Excerpts from a letter of the kind referred to before, sent by the superintendent to school boards and patrons, are given in Appendix B. These give a general idea of the kind of thing the superintendent hopes to accomplish in part through recurring and persistent reminders of school conditions and needs.

Following the visit of the superintendent a circular letter is sent to the school directors accompanied by a report on the building. The record of inspection includes a report on the lighting, heating, seating, water supply, condition of toilets, buildings and equipment, organization of the school, and work of the teacher. Through this report and the letters which accompany it, the superintendent keeps in touch with the

school directors of the county; and is able to exert a good deal of influence on the quality and general upkeep of school buildings.

COOK COUNTY.

General conditions.—Cook County is another Illinois county in which special provision for supervision is made through the cooperation of the board of commissioners. General farming and truck gardening are the most important occupations of the people whose children attend the county schools. Chicago is the county seat. While outlying suburban property is included in the city district, there are a number of towns in the county in which people employed in the city live. The school population, then, is made up from the families of both city and country people. The fact that the city of Chicago with its large property valuation is located within the county probably accounts, in part at least, for the fact that a generous amount of money is available for supervision. In this particular, Cook County has an advantage over others in the State.

There are 1,018 teachers in the county. Each teacher is appointed by the board of directors in the district in which he teaches, but the majority are appointed on the recommendation of the county superintendent. There is a minimum salary of \$100 per month and a minimum requirement of high-school graduation and one year of "cadet" work in the county. These regulations while not authoritatively provided for by law are enforced by the county superintendent who issues or renews certificates only on condition that they are complied with. Salaries above the minimum of \$100 can be and generally are paid by the local district boards. For the school year, 1920-21 only 121 teachers—a few more than 11 per cent of the total number—received the minimum salary. The school term is nine months throughout the county.

The supervision.—The county superintendent is elected for four years at the regular general election. His salary is \$10,000, the highest paid to any county superintendent in the State or in the country. For purposes of supervision the county is divided into seven districts, each in charge of a "Country life director." These directors receive an annual salary of \$3,000 and in all cases but one reside in the district supervised.

In addition to being in charge of his division, each country life director has general charge of a special subject for the whole county; one supervises all playground activities, one community work, one garden work, one the course of study, one canning. There are no fixed qualifications for the country life directors other than successful experience in the county. They are appointed by the county superintendent who states the requirements as follows: "All with successful experience as teachers and as community leaders, with industry and enthusiasm, are eligible, provided I am convinced they are the best persons I can secure for the position." The directors work 12 months in the year. Each drives his own automobile.

School-home projects.—The outstanding accomplishment of the schools, under the supervision of the country life directors, is the development of the county achievement course and the school-home project idea. Ninety per cent of the children in the elementary grades are enrolled in one or more of the project groups.

The "achievement course" is the outline of the school-home projects to be carried out by the children under the direction of the teachers and the country life director. There are the following school-home projects: (gardening, canning, poultry, sewing, cooking, corn testing, music, calf, pig, sheep, and wage earning. A certain minimum net profit is required for credit in garden, poultry, and wage earning projects. Finished articles are required for canning, sewing, and cooking projects. Completion of the project and recommendation of the instructor or teacher and country life director are requirements for credit in other projects.

For the satisfactory completion of each project not less than 10 nor more than 15 per cent is added to the academic average of the child for the year and additional "school achievement credits" are given. The latter are awarded annually to pupils

recommended by the teacher and the country life director, who have successfully completed school-home projects. An achievement emblem is awarded as a recognition of the first credit. Additional credits are shown by welding stars into the emblem, one star for each credit. Eight credits complete the course.

The general plan outlined for the course in the booklet published and distributed by the county superintendent is given below:

ACHIEVEMENT COURSE: GENERAL PLAN.

AGE AND SUPERVISION.

1. All pupils over 10 years of age are to take a course in school-home projects as a part of their regular school work.
2. This work is an extension of the school system of the county and it will be supervised and directed by the same school officials who direct the work in reading, writing, and arithmetic.
3. No pupil shall be permitted to take more than two school-home projects in any one school year.

STANDARD SIGNBOARDS.

1. Uniform standard signboards to mark all school-home projects will be used throughout the county.
2. The signboard should be made by the pupils under the direction of their teachers. Stencils will be furnished so that the signboard will be uniform.

HOW TO MAKE SIGNBOARDS.

1. Make the board 12 by 18 inches, from 1 inch or half-inch lumber, planed on one side.
2. Paint the smooth side of the board white and let it dry.
3. The country-life director will provide the necessary stencils.

FORM OF SIGNBOARDS.

COOK COUNTY
School-Home
PROJECT

Garden
JOHN JONES

DISPLAY OF SIGNBOARDS.

Standard signboard for all school-home projects shall be displayed by the roadside, when possible, or in some other conspicuous place.

SUPERVISION.

1. School-home projects will be under the general supervision of the county superintendent of schools.
2. The country-life-directors and teachers will cooperate with the parents in directing their children's school-home projects.
3. The country-life director will personally visit each school-home project during the year.
4. Teachers will visit and direct all school-home projects in their districts as frequently as possible during the year.

RECORDS.

1. All records must be kept on standard forms adopted for school-home projects.
2. Records must be kept up to date for the inspection of the country-life directors and teachers on their visits.
3. All record books will be collected by the country-life director on completion of a school-home project.
4. Record books will be returned after inspection to be mounted and displayed in the schoolroom.
5. An itemized account of all receipts and expenditures must be kept by each pupil.

6. On completion of a school-home project pupils will construct for exhibition in the office of the county superintendent of schools, illustrated booklets, 8 $\frac{1}{2}$ by 11 inches, these booklets to contain the story of "My school-home project," including an itemized account of all receipts and expenditures.

NET PROFITS.

1. The net profit from any school-home project belongs to the pupil.
2. The net profits must be banked, loaned, or wisely expended.
3. Parents will see that it is wisely expended, safely loaned, or placed in a properly supervised bank.

EXHIBITIONS.

1. Each school will take part, with other near-by schools, in an exhibition of school-home project products at an annual community fall fair.
2. An annual local exhibition of school-home project products will be held in every school some time during the school year.

PHOTOGRAPHS.

Pictures of school-home project members will be taken by project groups at the schoolhouse.

School fairs. Annual school-community fairs are held by single districts or two or more districts in cooperation. These are usually held in the schoolhouse, but often in tents, out of doors, or in public halls. They are important features of the project work and together with the awarding of prizes are recognized as the culmination of the year's work. These fairs also serve to interest the community in the achievement idea as well as in the regular school work. At the fairs the children exhibit their projects; first, second, and third prizes are awarded in the usual way. The exhibits are not always confined to the work of the children, but parents and teachers also display the products of field, garden, or kitchen. Evening meetings, with illustrated lectures and practical talks on agriculture, or a program prepared by the children, are usually features of the fairs. Children are encouraged to write the story of their projects and exhibits or practical activities for local papers or for the county school magazine.

Work of the directors. According to the county superintendent, in an article published in the school magazine, the country-life director is supervisor and director of in-school and out-of-school education; county agricultural agent; community recreation initiator; and director and community secretary for his division. The directors are expected to be available for work all the year round; to be in close touch with the people of the community; and to be focal leaders of educational and recreational activities as well as to supervise school work and home projects.

Community meetings and encouragement of community cooperation are the special charge of one director. During the last year, according to his statement as published in the magazine, he participated in more than 40 evening meetings in rural neighborhoods. In these the directors, patrons, and pupils of the school or community participated.

Basing school work on home projects.—It is the aim of the supervisor or directors to correlate the academic and the home-project work. One director assumes responsibility for the general supervision of this part of the plan. The following summary of suggested correlations are quoted from this director's article in the school magazine:

Correlation of projects with English: Keep complete record of tomato, bean, or other vegetable having some set time to harvest, as the subject for oral or written English; use personal observation and book study of it for discussion. Score the given projects and compare them as to color, texture, and the like; keep notes in the record books, also record the meetings. Write an article for the bulletin.

Correlation with physiology and arithmetic: Tomatoes contain 94.5 per cent water, 9 per cent protein, 3.9 per cent carbohydrates, 4 per cent fat. How much weight of protein and fat in a pound can? Study proper feeding of animals and people by means of vegetables.

Correlation of geography with beet raising: Supervisor and children collect information on sugar beets; study process of sugar making and location of beet sugar factories; locate railroads over which beets and sugar are sent to market.

General correlations of field and garden experiences lead to study of insects, plants, trees, and nature in general.

Awarding credits.—The annual award of achievement credits is made an important occasion each year. The exercises for the current year (1920) took place in one of the Chicago theaters and included beside the presentation of awards a program of music, recitations, stereopticon, talks, and a short play.

School annual.—The county issues an annual called the "Cook County Achievement," in which are published statements concerning clubs, fairs, etc., by the various directors as well as articles by club members. The following titles of contributions of the club members show their general trend: "My home school project," "Story of my potatoes," "My garden," "Investing garden profit in pigs," etc.

Markets.—Wayside markets conducted by the children are conspicuous in the fall of the year along the roads leading into Chicago. Club members bring their products—vegetables, eggs, and poultry—to the side of the road and sell them to passers-by on their way into the city. This inexpensive method of marketing enables the children to get retail prices for their products. In other cases, the children send what they raise to the regular market with the truckster in the vicinity.

Records.—Record books supplied by the county must be kept by the pupil enrolled in any project. The books are bound in heavy paper and contain (beside the blank form for the certificate which must be signed by parent, teacher, and county life director) a complete record of receipts and expenditures and method of disposal of the products raised. The following items are included in the field record: Page 1. Size of plot in square yards, ———; dimensions, ———; crops; total income in dollars; total cost in dollars; disposal of net proceeds: (a) banked, (b) loaned, (c) itemized expenditures. Page 2. Receipts; income per day, itemized amount in dollars and cents. Page 3. Expenditures: Date ———; item, ———; amount, ———. (a) rent of land, (b) fertilizer, (c) plowing, (d) seed, (e) cultivation, (f) harvesting, (g) marketing. The other pages are for notes or records of official visits by the director or teachers.

From individual records kept as outlined above the following summary is made, the projects being carried out by 24 children in a one-teacher school.

Record of project work of District III, Cook County, Ill.

Project member's name. ¹	Crop.	Size of plot	Income.	Expense.	Profit.
		Square yds.			
Pupil 1.....	Tomatoes.....	40	\$150.10	\$6.25	\$143.85
Pupil 2.....	Parsley.....	16½	75.00	14.25	60.75
Pupil 3.....	Onions.....	20	67.56	10.00	57.56
Pupil 4.....	Tomatoes.....	20	82.50	15.25	67.25
Pupil 5.....	Onions.....	40	222.10	7.50	214.60
Pupil 6.....	do.....	10	75.00	11.25	63.75
Pupil 7.....	Tomatoes.....	10	101.60	12.50	89.10
Pupil 8.....	Cabbage.....	20	75.80	13.30	62.50
Pupil 9.....	Onions.....	11½	48.75	4.50	44.25
Pupil 10.....	Corn.....	40	75.00	10.50	64.50
Pupil 11.....	Squash.....	11½	29.70	3.50	26.20
Pupil 12.....	Onions.....	20	51.40	4.00	47.40
Pupil 13.....	do.....	40	57.20	6.00	51.20
Pupil 14.....	do.....	40	75.00	10.50	64.50
Pupil 15.....	Tomatoes.....	40	75.00	10.50	64.50
Pupil 16.....	Onions.....	20	75.80	13.30	62.50
Pupil 17.....	Sweet corn.....	40	26.60	2.18	24.42
Pupil 18.....	Tomatoes.....	15	26.60	7.18	19.42
Pupil 19.....	do.....	20	60.00	11.00	49.00
Pupil 20.....	11 ducks.....		22.50	5.25	17.25
Pupil 21.....	5 turkeys.....		26.00	6.00	20.00
Pupil 22.....	1 pig.....		30.00	10.00	20.00
Pupil 23.....	do.....		30.00	8.00	22.00
Pupil 24.....	1 calf.....				

¹ Numbers are substituted for names.

Chapter X.

SUPERVISION IN WISCONSIN.

General conditions.—In Wisconsin, a State organized with the district as the unit for administration and the county as the unit for supervision, special provision is made by statute for the supervision of rural schools at State expense. A high percentage of the rural schools in the State are one-teacher schools. The county superintendents are elected at large for four-year terms. There was in Wisconsin, as in most States similarly organized, no direct legal provisions for the county itself or the districts within it to arrange for supervision nor for the funds with which to pay for it. Under such conditions experience shows that little real classroom supervision is possible unless through some special arrangement. In order to overcome the difficulties of this form of administration, a law was passed in 1915 providing for the employment of assistants to the county superintendent. They are called supervising teachers.

Provisions of the law.—This law makes the following provisions: For each county there is a committee on county schools, composed of three members, appointed by the chairman of the county board of supervisors for a term of three years. This board is a fiscal body which has general charge of county business. The duties of the committee are to fix or change school district boundaries and to appoint supervising teachers annually on the first Tuesday in May on the nomination of the county superintendent. The committee on county schools in each county appoints one supervising teacher; if there are more than 125 schools under the direction of the county superintendent the board may appoint two such teachers. The county superintendent is required to file the names of three times the number of persons to be appointed, all of whom are qualified under the provisions of the law. From this list appointments are made. The same board fixes the salary at or above the minimum of \$1,000 per year which is prescribed by statute. The supervising teachers are paid for 10 months and in addition are reimbursed for actual and necessary expenses incurred in the performance of their duties. The county board of supervisors must appropriate money to pay the salary and expenses but the counties are later reimbursed in full from State funds.

The plan has been in operation in Wisconsin now for about six years. In this time it has apparently established itself favorably in the opinion of the county officials and teachers. This is indicated by the fact that, while not all, nearly all of the counties eligible for an additional (optional) supervising teacher have employed one. While the plan is somewhat similar to that of New Jersey there are marked differences. In Wisconsin, the State pays the salary and the State superintendent exercises a good deal of direction over the work, while the county board appoints and fixes the salaries of supervisors. In New Jersey, salaries are paid from county tax, which is State-wide before it is apportioned by State authorities, and are fixed by the State board of education, which also appoints the helping teachers. Certain regulations are made by the State board, also, but relatively little direction or supervision of field work is given by the State department.

The duties of the supervising teachers.—It is also prescribed by statute that the supervising teachers, under the direction of the county superintendent, shall assist in organizing and administering the schools of the county; in classifying and grading pupils; in stimulating interest among pupils, teachers, and parents in agriculture and other subjects pertaining to rural conditions; and in consulting and advising with school boards. They are expected to report weekly to the county superintendent; visit homes and schools; attend institutes called by the State superintendent; and perform such other duties as the county superintendent may direct.

Qualifications required.—The law requires that no person shall be appointed unless he fulfills the following or higher requirements: Holds either the first or second grade

county certificate, or is a graduate of a county training school for teachers, or of the teacher training department of a high school, and, in addition, has at least three years' successful experience in teaching, at least one year of which is in a rural school.

It is apparent that other important considerations in respect to qualifications which can not be discussed fully here, such as the general ability for leadership, the academic and professional attainments, and especially the tenure of supervising teachers, have much to do with their success. Under the district system the classroom teachers are engaged by as many different boards of trustees as there are districts, which usually means as many as there are schools. Therefore, the preparation and ability of teachers vary greatly. To establish unity of procedure and professional spirit among the teachers is not easy. The supervisors have little legal authority but must establish themselves in the minds of the teachers and pupils by the quality of their work and the force of their own personalities.

Number of supervisors.—There are 72 counties in the State. In each of 44 counties there is one supervising teacher; in each of 28 counties there are two supervising teachers. These latter are among the counties which have more than 125 regular teachers. The supervising teachers are under the immediate direction of the county superintendent, but are also State officers. They are paid from State funds, and their work is directly supervised by specialists in the State department of education.

Direction of supervisors by the State department.—State direction is accomplished in the following ways:

1. There is a conference of one week's duration held in Madison, the capital, early in September before the opening of schools. This is conducted by the State superintendent. Members of the State department of education, instructors from various higher institutions, and others selected by the State superintendent give lectures on, and instruction in, methods of supervision, organization of schools, classroom methods, and the like. Discussions of problems met by supervising teachers, formulation of plans of procedure, as well as definite suggestions and directions concerning the work, are included in the program. For example, in one such meeting one of the staff of the office of the State department of education offered for discussion "A cooperative plan for grading teachers." According to this plan the teachers are graded by supervisors on the following points: Personality, scholarship, social attitude, technique, and results. There are four grades, A, B, C, and D, under each point. Definite standards for judging teachers, which can be used by all the supervisors, are suggested. After explanation and discussion the plan was offered for use by the supervising teachers.

During the same conference meeting a professor from one of the higher institutions of the State gave illustrated lessons and directions for teaching music in the public schools; another gave instruction for teaching history and civics. These instances will give a general idea of the nature of the work done in the conference.

2. Direction and supervision of the supervising teachers in the field are given by members of the State department of education. At least one State supervisor is almost constantly in the field. She accompanies the county superintendent or supervising teacher on visits to the schools, holds conferences with the county superintendent and supervising teachers, and in other ways aims to assist in bringing the supervision of the county to a higher degree of proficiency. Special lines of work are directed by other persons on the same staff. In this way the supervising teachers are directed from the State department in much the same way as teachers are directed from the county department through the county superintendent and supervising teacher. Considerable unity prevails throughout the State.

3. Detailed reports of the activities of the supervising teachers are required by the State, as is attendance at institutes, conferences, etc.

4. A bulletin is issued by the State department on rural and general supervision, which keeps the department in touch with the supervising teachers, disseminates information of interest to them, and offers suggestions and directions as the need arises.

The work of the supervising teachers.—Each county is divided into one or two supervisory districts, according to the number of supervising teachers. These districts are subdivided into sections, and local meetings are held monthly for each section. The supervising teachers work largely through these meetings and personal visits to the schools under their direction.

The meetings, which all teachers in the section are expected to attend, offer an opportunity to the supervising teachers to give general suggestions concerning classroom work, to demonstrate methods of teaching, and to outline projects and plans for classroom organization, management, and instruction.

Visits are devoted to giving direct help to the individual teachers with the organization of their classes, making daily schedules, demonstrating methods of teaching classes in any subject in which help seems to be needed, and in the effort to keep in touch with the progress of pupils through the grades.

Supervising teachers give a good deal of attention to the condition of the grounds and buildings. Under the Wisconsin law each recognized first-class school receives State aid. The supervising teachers report on the way in which regulations are complied with. When repairs or supplies are needed, they report it to the trustees and county superintendent. The State aid with inspection and the efforts of supervising teachers all result in an improvement in the general upkeep of the schools. The majority of the rooms visited were clean and equipped with necessities, at least; some with very good supplies and teaching materials. Good blackboards, jacketed stoves, libraries of supplementary reading, geography and history charts, maps, equipments for school lunches, good desks, scrubbed floors, and other evidences of care and attention to good housekeeping were very generally observed.

Some supervising teachers keep maps showing the school districts under their direction. On these maps they indicate by certain symbols those districts in which there are sanitary toilets, drinking fountains or other sanitary provisions for drinking water, floors scrubbed monthly, and the observance of other sanitary regulations. This stimulates local pride in the school-building and its up-keep. Sometimes the maps are enlarged and shown to larger groups of teachers or at directors' meetings as an incentive to teachers and school trustees to improve conditions in the schools under their charge.

Many of the supervising teachers are very much interested in community work. One, for instance, organizes farmers' institutes in communities in which there is need for help in particular lines such as poultry raising, care of hogs, etc. The meetings were held in the schoolhouse usually at night. In other cases short courses of two weeks were arranged where there was need or a demand for them.

In many counties school fairs or school exhibits for county and State fairs are planned by the county supervising teachers and prepared by the teachers under their direction. An annual play day, directed by the county superintendent and supervising teacher or teachers, is given in each county. In addition to the school exhibits prepared for this occasion there are athletics, games, a program given by the pupils, and a luncheon served on the grounds.

The supervising teachers are active in a variety of ways which can not be described here. Some idea of the nature of their activities may be had by reading the following report of one month's activities of a supervising teacher. This report indicates the type of work expected from and followed by others. The full report from which this is taken is for three months. During this time 20 evening community meetings were attended and planned by this supervising teacher and conferences with 38 board members held.

August 30-September 3. In camp with teachers in the Wisconsin teachers' camp.
 September 4-5. Worked in educational building.
 September 6. Worked in county superintendent's office.
 September 7-11. Attended supervising teachers' convention at Madison.
 September 13. Visited three schools in the morning and worked in office in the afternoon.
 September 14-17. Worked in county superintendent's office, planning for meeting.
 September 18. Attended district institute.
 September 20. Visited Yellow School to help a new teacher.
 September 21. Cleveland School; spent the whole day with teacher.
 September 22. Mud-Lake School; spent the whole day with teacher.
 September 23. Pine Bluff School; teacher had a great many new pupils from private school; helped to classify, and spent the whole day doing it.
 September 24. Pleasant Site. New teacher.
 September 25. Attended teachers' institute. Another group than that met on September 18.
 September 27. Visited Table Bluff. New teacher; and spent the day.
 September 28. Stone College. New teacher. Enrollment of three primary pupils; two 6 years, one 5. Necessary to spend a half day. Went to next rural school; teacher had gone home (too lonesome). Visited rest of afternoon in Ashton rural school.
 September 29. Springfield Corners. Teacher has had five months' experience.
 September 30. Vonn's Corners in morning; four enrolled. Tiedemann's in afternoon.

Chapter XI.

SUPERVISION IN OHIO.

LEGAL PROVISIONS FOR THE STATE.¹

Two forms of rural supervision are practiced in Ohio and provided for by the laws of the State. They may be characterized for convenience in this study as the county and local forms.

1. *The county form.*—The county form of supervision prevails in the majority of the counties. The supervisory staff is composed of the county superintendent of schools and one or more district superintendents. The county superintendent is appointed by the county board of education, a board elected by the presidents of the rural and village boards of education within the county. The supervisory district is made up of one or more townships into which the county is divided by the county board for the purpose. The district superintendents are appointed by the presidents of the boards of trustees of the townships comprising the district. They are appointed on the nomination of the county superintendent and work under his direction.

2. *The township form.*—The law also provides that any district wholly centralized, i. e., in which schools are consolidated, may be a separate supervisory district. Each board may appoint a superintendent to have charge of the central school and to work under the general direction of the county superintendent. Under both forms the county superintendent is general administrative and supervisory officer for the county and has special supervision over the schools of one of the districts or townships.

A county organized according to the township plan is selected for brief description as to the organization for supervision in this study, not because this organization is typical of Ohio counties, but because it is one which can be adapted to fit conditions in a number of counties in the United States, where schools are largely centralized. The account given is confined largely to the organization itself and the results for which supervision is largely responsible. Methods of supervising rural schools have been treated in the other sections of Part II and further consideration of them is probably unnecessary.

¹ Since this was written some changes have been made in the laws for county supervision.

CHAMPAIGN COUNTY.

Organization.—The second plan of organization for supervision named above is in use in Champaign County. There are 13 township district superintendents who are selected by the respective boards after conference with and on the nomination of the county superintendent. Their duties correspond to those of supervisory principals. Each has charge of one building or two adjacent buildings. They devote from one-third to three-fourths of their time to supervisory duties and the remainder to classroom teaching. They are under the supervision of the county superintendent who himself directs the teachers of one township district.

Of the 13 superintendents, all but two are college graduates; three hold graduate degrees. The two who are not college graduates have had special preparation of college grade in administration and supervision and have had several years of successful experience in administrative or supervisory work. All are appointed and retained for an indefinite period during good service. This system with centralization permits of the added advantage of a superintendent on the ground, available for consultation at all times. The county superintendent directs the supervision of the whole county and supervises the one township not yet centralized. In it there are 7 one-teacher schools.

Some results of professional supervision.—In each of the 13 centralized townships there is at least one building in which, in addition to the elementary grades, a four-year high school is maintained. One two-room and one three-room building are retained in the group of centralized townships. The buildings are of the one and two story type. They are substantial modern buildings of attractive appearance. Each has an auditorium with seating capacity of from 250 to 750, not used for classroom work; a gymnasium, a rest room, and a library. They are all equipped with inside toilets, with water pressure supplied by means of pressure tanks and gasoline engines.

The school grounds are planted in grass, native trees, and shrubs, according to a plan worked out by the landscape specialist of one of the State higher institutions. They are cared for throughout the year. All schools have janitors and are clean and carefully kept.

Most of the central schools are provided with play apparatus for small children and athletics and games for the older ones. Baseball, basket ball, volley ball, tennis, and the like are played by teams from various schools and interschool contests are of frequent occurrence. The apparatus is bought by boards, through school entertainments and by popular subscription.

A moving picture is included in the equipment of each centralized building. The films are selected and used for the entertainment of the children and the adults of the community. Several schools comprise a circuit so that the same films may be sent from one to another, reducing in this way the cost to any one school. In most cases, the machines have been purchased by citizens of the community who form a stock company for the purpose. They are reimbursed from the profits and the machine becomes the property of the school. One school has an electric piano which was bought from such profits. The machines are usually housed in fire-proof booths inside or outside the school building.

The above are among the important accomplishments in plant and equipment due to the leadership of the county superintendent and his staff of superintendents and teachers. Evidences of professional supervision are at least equally noticeable in the school organization and management and in the classroom work. In the centralized schools the grades above the sixth are organized on the departmental plan. As a result of this organization some of the teachers, employed primarily for high-school work, teach their special subjects in the seventh and eighth grades. This arrangement was made with the idea of accomplishing two purposes; that of bridging the gap

between the elementary and secondary schools (the time when so many country children drop out), and of securing better prepared teachers for the grades. It is also well adapted to facilitate supervised study periods. These, under direction of the county superintendent and his staff, are provided for in all schools.

The large group of teachers in each of the centralized buildings enables the superintendent to provide for teaching the special subjects at relatively small expense. In selecting the staff it is usually possible to secure teachers who have, in addition to the general preparation required, special training or ability for teaching music, or drawing, or agriculture. These subjects are taught in all grades and schools, either by regular or special teachers. Home economics and manual training are included in the school course and there are workrooms and laboratories well equipped for these subjects in each of the centralized school buildings.

The result of efficient leadership is apparent also in the high percentage of the school population enrolled, in the average daily attendance, and especially in the large enrollment in the upper grades compared with that of the lower grades. Classes are unusually uniform in size throughout the grades and high school. Of the total number enrolled in the county rural schools, 20 per cent are in high-school grades, a percentage unusually high for rural communities.

Several interesting experiments and studies have been carried on in the schools under the direction of the county superintendent. Among these may be mentioned a study of why country children leave school; a study comparing the achievements of pupils of one-teacher and of consolidated schools as measured by standard tests in the following subjects: Arithmetic, reading, and spelling. Data have also been collected by which comparisons are made between the same two types of schools in regularity of attendance; and in the percentage of pupils completing the eighth grade and the high-school grades. These examples are illustrative of other studies and experiments carried on in the system, all of which testify to a professional and progressive character of leadership.

Appendix A.

COUNTY DEPARTMENTS OF EDUCATION: STAFF AND SALARY.¹

ALABAMA.

Bullock County:	
County superintendent.....	\$2,600.00
1 primary supervisor.....	² 1,500.00
1 industrial agent.....	³ 1,500.00
1 Jeanes Fund worker.....	⁴ 840.00
1 clerk.....	
Butler County:	
County superintendent.....	3,000.00
1 supervisor.....	
1 clerk.....	
Calhoun County:	
County superintendent.....	3,000.00
1 supervisor (10 months).....	1,750.00
1 clerk (12 months).....	1,200.00
Chambers County:	
County superintendent.....	2,400.00
1 elementary supervisor.....	⁵ 1,500.00
1 clerk (part time).....	400.00
Cleburne County:	
County superintendent.....	1,500.00
1 supervisor.....	⁶ 200.00
Coffee County:	
County superintendent.....	3,000.00
1 supervisor for white schools.....	
1 supervisor for colored schools.....	
Colbert County:	
County superintendent.....	3,000.00
1 supervisor.....	⁷ 1,500.00
1 supervisor.....	1,100.00
1 clerk.....	900.00
Connerly County:	
County superintendent.....	2,100.00
1 supervisor.....	
1 clerk.....	
Crenshaw County:	
County superintendent.....	2,400.00
1 supervisor (6 months).....	² 750.00
1 clerk (superintendent allowed \$600 for office assistant and traveling expenses).....	

¹ Some county superintendents reported Jeanes Fund workers among staff members, others omitted them. If reported, they are included in this list. The total number of Jeanes supervisors is given for each State at the end of the list without duplication. Blanks indicate no data available.

² Plus expenses.

³ One-half salary paid by county board; one-half by extension department of Alabama Polytechnic Institute.

⁴ One-half salary paid by county; one-half by Jeanes Fund.

⁵ And \$800 expense.

⁶ Per month.

⁷ Paid by Florence State Normal School in return for services of county superintendent.

SUPERVISION OF RURAL SCHOOLS.

Cullman County:	
County superintendent.....	\$2,500.00
1 supervisor (8 months).....	1,040.00
1 clerk.....	
Dallas County:	
County superintendent.....	3,000.00
1 assistant superintendent.....	1,500.00
1 home economics teacher.....	1,200.00
Escambia County:	
County superintendent.....	2,700.00
1 supervisor of colored schools (7 months).....	525.00
Franklin County:	
County superintendent.....	1,800.00
1 primary supervisor.....	* 125.00
1 clerk.....	
Greene County:	
County superintendent.....	1,400.00
1 special supervisor for high schools (9 months).....	1,800.00
1 supervisor for colored schools (11 months).....	825.00
Houston County:	
County superintendent.....	2,100.00
1 supervisor for colored schools (salary not yet fixed).....	
1 clerk (after Oct. 1, 1921).....	
Jefferson County:	
County superintendent.....	5,000.00
10 supervisors, each.....	² 1,800.00
4 clerks.....	
Lamar County:	
County superintendent.....	2,280.00
1 supervisor.....	
Lawrence County:	
County superintendent.....	2,000.00
1 supervisor (5 months).....	² 1,200.00
1 clerk (part time).....	² 4.00
Macon County:	
County superintendent.....	2,800.00
2 supervisors for colored schools (10 months), each.....	800.00
Marion County:	
County superintendent.....	2,000.00
1 supervisor.....	1,000.00
1 clerk.....	* 50.00
Mobile County:	
County superintendent (in charge of both city and rural schools).....	4,500.00
1 assistant superintendent (in charge of rural schools only).....	2,500.00
1 supervisor (devoting entire time to rural schools).....	1,500.00
Montgomery County:	
County superintendent.....	5,000.00
1 assistant superintendent.....	3,000.00
1 supervisor for white schools.....	3,000.00
1 supervisor for colored schools.....	935.00

* Plus expenses.

* Per month.

* Per month with expenses.

* Per day.

Pickens County:

County superintendent.....	\$2,000.00
1 elementary supervisor for white schools.....	* 125.00
1 elementary supervisor for colored schools.....	* 75.00
1 clerk.....	

St. Clair County:

County superintendent.....	2,250.00
1 supervisor.....	¹⁰ 1,500.00
1 clerk.....	840.00

Sumter County:

County superintendent.....	2,000.00
1 supervisor.....	² 1,500.00

Talladega County:

County superintendent.....	3,600.00
1 primary supervisor.....	2,200.00
1 clerk.....	

Tallapoosa County:

County superintendent.....	1,800.00
1 supervisor for colored schools.....	420.00

Walker County:

County superintendent.....	4,200.00
2 supervisors, each.....	² 2,200.00
1 clerk.....	1,200.00

Washington County:

County superintendent.....	2,000.00
1 supervisor.....	² 1,000.00

Winston County:

County superintendent.....	2,400.00
1 supervisor.....	1,500.00
1 clerk.....	900.00

Twenty-six counties have Jeanes Fund supervisors; total in State, 27.

Twenty-four counties in which there are no supervisory assistants have one clerical assistant each. Some of these are only part-time assistants. Total number of supervisors reported, 51.

ARIZONA:

No counties report professional supervisory assistants. Eight counties have clerical assistants.

ARKANSAS.

No counties report professional supervisory assistants.

Three counties report clerical assistants to the county superintendent.

CALIFORNIA.

Contra Costa County:

County superintendent.....	\$3,250.00
1 field assistant.....	² 3,000.00
1 supervisor of music.....	² 1,800.00
1 supervisor of research and guidance.....	² 1,800.00
Clerical assistants (number not reported).	

¹ Plus expenses.

⁶ Per month.

¹⁰ Plus travel.

Freemont County:

County superintendent.....	\$3,000.00
1 regular deputy.....	2,700.00
2 regular deputies, each.....	2,400.00
8 special supervisors.....	2,100 to 2,700.00
Clerical assistants.....	

Kern County: ¹¹

County superintendent.....	3,000.00
7 assistant superintendents (10 months), each.....	2,000.00
Clerical assistants (number not reported).....	

Los Angeles County:

County superintendent.....	5,000.00
4 assistant superintendents, each.....	2,400.00
Clerical assistants (number not reported).....	

San Bernardino County: ¹¹

Thirty-three counties report clerical but no supervisory assistants. Total number of supervisors reported, 25.

COLORADO.

El Paso County:

County superintendents.....	\$2,800.00
1 deputy superintendent.....	
1 supervisor of high schools (10 months).....	1,200.00
2 clerks.....	

Las Animas County:

County superintendent.....	2,800.00
1 deputy superintendent.....	1,800.00
1 clerk.....	

Twelve counties report only clerical assistants. Total number of supervisory assistants reported, 3.

DELAWARE.

State superintendent of public instruction.

Assistant superintendent in charge of elementary schools..... ¹² \$3,600.00

Business manager (in charge of all business details).....

Rural supervisors assigned to:

New Castle County (2), each.....	¹³ 2,000.00
Kent County (2), each.....	¹³ 2,000.00
Sussex County (2), each.....	¹³ 2,000.00
(1).....	¹³ 1,900.00

Colored industrial supervisors assigned to:

New Castle County (1).....	¹³ 850.00
Kent County (1).....	¹³ 850.00
Sussex County (1).....	¹³ 850.00

Total number of rural supervisors reported, 10.

¹ Plus expenses.

¹¹ County allowed \$14,000 for supervision. Number has not been definitely decided, but \$2,000 each will probably be the salary.

¹² Supervision by county high school superintendents and principals each over his own district. No salaries paid for supervision.

¹³ Per year.

FLORIDA.

Orange County: ¹⁴

County superintendent.....	\$3,000. 00
1 rural supervisor and attendance officer.....	
1 office assistant.....	

Volusia County: ¹⁵

County superintendent.....	3,600. 00
1 supervisor and assistant ¹⁶	* 150. 00
1 clerk.....	1,500. 00

Three counties have Jeanes Fund supervisors. Total, 3. Seven counties have clerical assistants only. Total number of supervisors reported, 2.

GEORGIA.

Chatham County:

County superintendent.....	\$7,700. 00
Supervisors ¹⁶	1,800. 00-1,980. 00

Fulton County:

County superintendent.....	3,600. 00
1 supervisor for white schools.....	1,500. 00
1 supervisor for colored schools.....	900. 00

Richmond County:

County superintendent.....	6,000. 00
1 assistant superintendent (supervises rural schools).....	3,000. 00

Twenty-seven counties have Jeanes Fund supervisors. Total, 28. Total number of supervisors reported, 4 to 6.

IDAHO.

No counties report professional supervisory assistants.
Twenty-one counties report clerical assistants.

ILLINOIS.

Bureau County:

County superintendent.....	\$2,800. 00
1 supervisor (not reported).....	
1 clerk.....	

Champaign County:

County superintendent.....	3,350. 00
1 assistant superintendent.....	1,960. 00
1 clerk.....	1,380. 00

Cook County:

County superintendent.....	9,000. 00
7 supervisors, each.....	3,000. 00
1 clerk.....	

Kane County:

County superintendent.....	4,150. 00
1 assistant superintendent.....	2,400. 00
1 clerk.....	

* Per month.

¹⁴ In each of the two counties named in Florida is a social service worker. The one in Orange County is maintained by the city and county commissioners and the county school board; the one in Volusia County by the Florida Good Health Association.

¹⁵ The supervisor in Volusia County is paid \$150 per month only for the time he is actually engaged in that work.

¹⁶ Number of supervisors in Chatham County not reported. They supervise both rural and city schools of the county.

¹⁷ Salary for being truant officer also.

Knox County:	
County superintendent.....	\$2,800.00
1 assistant superintendent.....	² 1,500.00
1 supervisor of agriculture.....	² 1,800.00
1 clerk.....	1,200.00
La Salle County:	
County superintendent.....	4,150.00
1 field assistant (no report).....	
1 clerk.....	
Livingston County:	
County superintendent.....	2,800.00
1 supervisor.....	1,800.00
1 clerk.....	
McLean County:	
County superintendent.....	3,300.00
1 supervisor (also truant officer) (no report).....	
2 clerks.....	
Madison County:	
County superintendent.....	3,400.00
1 assistant superintendent ¹²	1,800.00
1 stenographer.....	840.00
1 clerk.....	720.00
Peoria County:	
County superintendent.....	3,400.00
1 supervisor (part time) (no report).....	
1 clerk.....	
St. Clair County:	
County superintendent.....	3,500.00
1 assistant superintendent ¹²	2,310.00
1 assistant superintendent.....	1,728.00
Sangamon County:	
County superintendent.....	3,500.00
1 supervisor.....	1,800.00
3 clerks, each.....	1,080.00
Warrick County:	
County superintendent.....	3,900.00
2 assistant superintendents.....	
Fifty-nine counties have clerical assistants only. Total number of supervisors reported, 22.	

INDIANA.

Blackford County:	
County superintendent.....	\$1,708.00
1 assistant superintendent.....	
Greene County:	
County superintendent.....	2,408.00 ^a
1 assistant (duties partly clerical).....	
Lake County:	
County superintendent.....	4,500.00
1 supervisor.....	1,500.00

^a Plus expenses.¹² Salary for being truant officer also.

Iaporte County:

County superintendent.....	\$2,400. 00
1 industrial art supervisor.....	1,700. 00
1 domestic science supervisor.....	1,700. 00
1 clerk (part time).....	360. 00

St. Joseph County:¹⁸

County superintendent.....	3,300. 00
----------------------------	-----------

Steuben County:

County superintendent.....	1,800. 00
1 assistant superintendent (promised).....	
1 art supervisor.....	² 1,600. 00
1 music supervisor.....	² 2,000. 00

Wabash County:

County superintendent.....	2,100. 00
10 supervisors, each.....	1,800. 00
Clerical assistants.....	

Total supervisors reported, 19. Forty-four counties report only clerical assistants, 14 of whom are part-time clerks.

IOWA.

No regular supervisors reported, but 87 counties out of 99 report deputies. They do clerical work only.

KANSAS.

Crawford County:

County superintendent.....	\$2,000. 00
1 supervisor.....	1,600. 00

Sixty-six counties have clerical assistants. Total number of supervisory assistants reported, 1.

KENTUCKY.

Bath County:

County superintendent.....	\$1,200. 00
1 supervisor.....	900. 00
1 clerk.....	177. 50

Bell County:

County superintendent.....	1,800. 00
1 supervisor.....	54. 00

Casey County:

County superintendent.....	1,000. 00
1 supervisor.....	250. 00

Davies County:

County superintendent.....	2,000. 00
1 supervisor.....	469. 00
1 clerk.....	1,200. 00

Fayette County:

County superintendent.....	1,800. 00
1 supervisor.....	971. 00

Floyd County:

County superintendent.....	1,800. 00
1 supervisor.....	620. 00
1 clerk.....	150. 00

¹ Plus expenses.

¹⁸ After Aug. 15, 1921, \$2,400 is allowed for the two items of clerical and supervisory assistance.

Franklin County:		
County superintendent		\$1,800.00
1 supervisor		620.00
Graves County:		
County superintendent		1,500.00
1 supervisor		25.00
1 clerk		600.00
Harlan County:		
County superintendent		2,200.00
1 supervisor		63.00
Jefferson County:		
County superintendent		2,500.00
1 supervisor		1,650.00
1 clerk		2,250.00
Letcher County:		
County superintendent		1,200.00
1 supervisor (2 months)		205.00
Madison County:		
County superintendent		1,250.00
1 supervisor		510.00
Pulaski County:		
County superintendent		1,500.00
1 supervisor (and attendance officer)		1,200.00
1 clerk		900.00
Rockcastle County:		
County superintendent		1,000.00
1 supervisor		405.00
Shelby County:		
County superintendent		1,200.00
1 supervisor for colored schools		310.00
Union County:		
County superintendent		1,200.00
1 supervisor		330.00
Warren County:		
County superintendent		1,800.00
1 supervisor		660.00

Twenty counties report having Jeanes Fund supervisors. Total, 16. Twenty-eight counties have only clerical assistants. Salaries range from \$50 to \$2,054. Total number of supervisors reported, 17.

LOUISIANA.

Acadia County:		
County superintendent		\$2,500.00
1 supervisor		
1 clerk		
Allen County:		
County superintendent		3,350.00
1 supervisor		1,800.00
Clerical assistants		
Avoyelles County:		
County superintendent		4,135.00
1 supervisor		
Clerical assistants		

¹⁹ The county board pays only \$310; remainder of salary is paid by the Jeanes Fund and two other outside organizations.

APPENDIX A.

71

Baton Rouge County, East:	
County superintendent.....	\$3,600.00
1 supervisor.....	
Clerical assistants.....	
Caddo County:	
County superintendent.....	4,000.00
1 supervisor of white schools.....	1,440.00
2 supervisors of colored schools, each.....	1,000.00
Clerical assistants.....	
Calcasieu County:	
County superintendent.....	4,000.00
1 supervisor.....	3,000.00
Clerical assistants.....	
Iberia County:	
County superintendent.....	2,600.00
1 supervisor.....	
Clerical assistants.....	
Jefferson County:	
County superintendent.....	3,600.00*
1 supervisor.....	135.00
Clerical assistants.....	
Jefferson Davis County:	
County superintendent.....	3,125.00
1 supervisor.....	200.00
Clerical assistants.....	
Lafayette County:	
County superintendent.....	3,600.00
1 supervisor.....	1,260.00
Clerical assistants.....	
Lafourche County:	
County superintendent.....	2,502.00
1 supervisor.....	2,880.00
Clerical assistants.....	
Lincoln County:	
County superintendent.....	2,500.00
1 supervisor.....	1,800.00
Clerical assistants.....	
Madison County:	
County superintendent.....	2,465.00
1 supervisor.....	1,320.00
Natchitoches County:	
County superintendent.....	3,375.00
1 supervisor.....	
Clerical assistants.....	
Ouachita County:	
County superintendent.....	3,500.00
1 supervisor.....	
Clerical assistants.....	
Rapides County:	
County superintendent.....	3,700.00
1 supervisor.....	2,400.00
Clerical assistants.....	

* Per month.

St. Landry County:	
County superintendent.....	\$3,000.00
1 supervisor.....	
Clerical assistants.....	
St. Martin County:	
County superintendent.....	2,960.00
1 supervisor.....	
St. Tammany County:	
County superintendent.....	3,000.00
1 supervisor.....	1,500.00
Clerical assistants.....	
Tangipahoa County:	
County superintendent.....	2,290.00
1 supervisor of white schools (10 months).....	2,000.00
1 supervisor of colored schools (10 months).....	2,800.00
Clerical assistants.....	
Vermilion County:	
County superintendent.....	2,400.00
1 supervisor.....	1,800.00
Vernon County:	
County superintendent.....	2,750.00
1 supervisor.....	
Clerical assistants.....	
Webster County:	
County superintendent.....	3,000.00
1 supervisor.....	
Eighteen counties have Jeanes Fund supervisors. Total, 19. Twenty counties have clerical assistants. Total number of supervisors reported, 26.	

MARYLAND.²¹

Allegany County:	
County superintendent.....	\$4,800.00
1 supervisor.....	2,880.00
Anne Arundel County:	
County superintendent.....	2,400.00
1 supervisor (white).....	2,400.00
1 supervisor (colored).....	1,200.00
1 clerk.....	
Baltimore County:	
County superintendent.....	5,208.31
1 assistant superintendent.....	
1 primary supervisor.....	2,550.00
1 supervisor of grammar schools.....	2,550.00
1 assistant primary supervisor.....	1,700.00
1 assistant supervisor of grammar grades.....	1,600.00
1 manual training supervisor.....	2,550.00
1 home economics supervisor.....	2,200.00
1 supervisor of rural schools.....	1,900.00
3 clerks.....	

²¹ Plus expenses.²² Remainder of salary paid from Jeanes Fund.²³ Minimum salary of all assistants is \$1,200, of which State pays half up to \$2,000.

Caroline County:

County superintendent.....	\$1,800.00
1 supervisor of white schools.....	1,400.00
1 supervisor of colored schools.....	750.00
1 clerk.....	1,000.00

Carroll County:

County superintendent.....	3,000.00
1 supervisor for white schools.....	2,000.00
1 supervisor for colored schools.....	900.00
1 clerk.....	

Cecil County:

County superintendent.....	2,050.00
1 primary supervisor.....	1,500.00
1 clerk.....	

Charles County:

County superintendent.....	1,800.00
1 supervisor of colored schools.....	
1 clerk.....	

Dorchester County:

County superintendent.....	2,000.00
1 assistant superintendent.....	

Frederick County:

County superintendent.....	2,500.00
1 supervisor of graded schools.....	2,400.00
1 helping teacher for rural schools.....	1,600.00
2 clerks.....	

Garrett County:

County superintendent.....	2,250.00
1 supervisor of grade schools.....	1,800.00
2 clerks.....	

Harford County:

County superintendent.....	2,166.68
1 primary supervisor.....	1,600.00
1 clerk.....	

Howard County:

County superintendent.....	2,200.00
1 primary supervisor and attendance officer.....	1,300.00
1 clerk.....	

Montgomery County:

County superintendent.....	2,000.00
1 supervisor of rural white schools.....	2,100.00
1 supervisor of colored schools.....	1,200.00
1 clerk.....	

Prince Georges County:

County superintendent.....	2,500.00
1 supervisor of white schools.....	
1 supervisor of colored schools.....	
1 clerk.....	

Queen Annes County:

County superintendent.....	2,500.00
1 supervisor.....	1,600.00
1 clerk.....	

Plus expenses.

Somerset County:

County superintendent	\$1,600.00
1 supervisor and attendance officer	
1 supervisor of colored schools	
1 clerk	

Talbot County:

County superintendent	2,500.00
1 supervisor of white elementary schools	1,800.00
1 supervisor of colored elementary schools	1,000.00
1 clerk	

Washington County:

County superintendent	2,700.00
1 supervisor of rural schools	2,000.00
1 supervisor of primary grades	1,500.00
1 clerk	

Wicomico County:

County superintendent	2,400.00
1 supervisor of white rural schools	1,550.00
1 helping teacher for graded schools	1,350.00
1 supervisor of colored schools	875.00
1 clerk	

Worcester County:

County superintendent	2,000.00
1 supervisor of white rural schools	1,500.00
1 supervisor of colored schools	750.00
1 clerk	

One county, Calvert, reports one assistant, a clerk. Total number of supervisors reported, 40.

MICHIGAN.

Saginaw County:

County commissioner	\$2,000.00
1 supervisor	1,800.00

Wayne County:

County commissioner	²² 2,500.00
1 assistant commissioner	4,000.00
1 supervisor (2 months)	⁹ 10.00

Practically all counties have clerical assistants. Total number of supervisors reported, 3.

MINNESOTA.

Aitkin County:

County superintendent	\$1,925.00
1 supervisor (10 months)	950.00

Beltrami County:

County superintendent	2,500.00
1 assistant superintendent	1,800.00

Fillmore County:

County superintendent	2,000.00
1 supervisor (9 months)	1,500.00

Goodhue County:

County superintendent	2,400.00
1 assistant superintendent	

¹ Per day.

²² The superintendent's salary is less than the supervisor's owing to a law that the superintendent's salary can not be increased during his term of office.

Hennepin County:

County superintendent.....	\$2,500.00
Assistant superintendent.....	2,500.00
1 clerk.....	

Koochiching County:

County superintendent.....	2,000.00
1 supervisor of academic work.....	2,000.00
1 supervisor of academic work.....	1,500.00
1 supervisor of agriculture.....	1,800.00
Clerical assistants.....	

Marshall County:

County superintendent.....	2,000.00
1 supervisor.....	1,500.00

Otter Tail County:

County superintendent.....	2,000.00
1 field supervisor.....	1,500.00
1 clerk.....	900.00

Polk County:

County superintendent.....	2,500.00
1 supervisor.....	1,350.00
Clerical assistants.....	

St. Louis County:

County superintendent.....	3,500.00
2 deputy superintendents, each.....	2,700.00
1 supervisor of reading, language, Americanization work, and rural night schools.....	2,280.00
1 supervisor of geography, rural school library, director of circulating library.....	2,100.00
1 supervisor of history, arithmetic, and rural savings banks.....	1,800.00
1 supervisor of penmanship and drawing.....	1,680.00
1 supervisor of boys' and girls' club work.....	1,800.00
Clerical assistance.....	

Fifteen other counties have clerical assistants only. Total number of supervisors reported, 18.

MISSISSIPPI.

Bolivar County:

County superintendent.....	\$3,850.00
1 assistant superintendent and primary supervisor.....	1,500.00
1 supervisor of colored schools (9 months).....	1,035.00

Twenty-three counties have Jeanes Fund supervisors. Total, 23. Five counties have clerical assistants only. Total supervisors reported, 2.

MISSOURI.

All superintendents are allowed clerical help and traveling expense to the amount of 25 per cent of their salaries. There are no supervisory assistants.

MONTANA.

Blaine County:

County superintendent.....	\$1,800.00
1 deputy superintendent.....	1,500.00
1 clerk.....	

Carbon County:	
County superintendent.....	\$1,800.00
1 supervisor.....	1,500.00
1 clerk (part time).....	
Choteau County:	
County superintendent.....	1,800.00
1 supervisor.....	1,500.00
1 clerk.....	
Fergus County:	
County superintendent.....	2,100.00
1 supervisor.....	1,500.00
1 clerk.....	
Flathead County:	
County superintendent.....	1,800.00
1 deputy superintendent.....	1,500.00
1 clerk.....	
Madison County:	
County superintendent.....	1,800.00
1 deputy superintendent.....	1,500.00
1 clerk (part time).....	
Roosevelt County:	
County superintendent.....	1,800.00
2 district superintendents who are paid by the city but who supervise the rural schools of their districts as well as the city schools, each..	3,000.00
1 clerk (part time).....	
Stillwater County:	
County superintendent.....	1,800.00
1 deputy superintendent.....	1,500.00
1 clerk.....	
Valley County:	
County superintendent.....	1,800.00
1 district superintendent who assists in supervision of rural schools in own district.....	4,000.00
Yellowstone County:	
County superintendent.....	2,100.00
1 deputy superintendent.....	1,500.00
1 clerk.....	
Twenty-nine counties have only clerical assistants. Total number of supervisors reported, 11.	

NEBRASKA.

No supervisory assistants reported. Forty-six counties have clerical assistants.

NEW JERSEY.

Supervisory assistants in New Jersey are called "helping teachers." Following are names of counties with the number of helping teachers in each county: Atlantic County, 1; Bergen County, 4; Burlington County, 3; Camden County, 1; Cape May County, 1; Cumberland County, 2; Essex County, 1; Gloucester County, 2; Hunterdon County, 2; Mercer County, 1; Monmouth County, 3; Morris County, 1; Ocean County, 2; Passaic County, 1; Salem County, 1; Somerset County, 2; Sussex County, 1; Union County, 1; Warren County, 2; total, 32. Twenty-three receive \$2,000 each; two, \$1,900 each; and seven, \$1,800 each.

NEW MEXICO.

Mora County:

County superintendent.....	\$1,800.00
1 rural supervisor.....	1,200.00
1 clerk.....	

Quay County:

County superintendent.....	2,000.00
1 supervisor.....	2,000.00

San Miguel County:

County superintendent.....	
1 supervisor.....	²⁴ 2,000.00

Santa Fe County:

County superintendent.....	²⁴ 1,800.00
1 supervisor.....	1,500.00
1 clerk.....	1,020.00

Fifteen counties have clerical assistants only. Total number of supervisors reported, 4.

NEW YORK.

There are no supervisory assistants to the district superintendents in New York State. Thirteen counties have clerical assistants, nine of whom are part time. Most of these clerks are hired by the superintendent and paid from his personal salary.

NORTH CAROLINA.

Beaufort County:

County superintendent.....	\$2,400.00
1 supervisor.....	
Clerical assistants ²⁴	

Bertie County:

County superintendent.....	2,400.00
1 supervisor for white schools.....	1,600.00
1 supervisor for colored schools.....	1,000.00
Clerical assistants.....	

Buncombe County:

County superintendent.....	2,500.00
1 supervisor.....	1,600.00
Clerical assistants.....	

Columbus County:

County superintendent.....	1,800.00
1 supervisor.....	
Clerical assistants.....	

Davidson County:

County superintendent.....	2,000.00
1 supervisor.....	
Clerical assistants.....	

Durham County:

County superintendent.....	3,000.00
1 primary and elementary supervisor.....	2,000.00
1 upper grammar grades and high school supervisor (part time).....	500.00

²⁴ Plus traveling expenses.

²⁴ Reported by State department; amount not specified.

Forsyth County:	
County superintendent.....	\$2,000.00
1 rural supervisor.....	2,100.00
Clerical assistants.....	
Gaston County:	
County superintendent.....	5,000.00
1 primary supervisor.....	
1 grammar grade supervisor.....	
Clerical assistants.....	
Guilford County:	
County superintendent.....	3,500.00
1 supervisor for white schools.....	2,000.00
1 supervisor for colored schools.....	1,200.00
Clerical assistants.....	
Halifax County:	
County superintendent.....	4,000.00
1 supervisor for white schools.....	
1 supervisor for colored schools.....	
Clerical assistants.....	
Harnett County:	
County superintendent.....	2,750.00
1 supervisor.....	2,400.00
Clerical assistants.....	
Hertford County:	
County superintendent.....	1,750.00
1 supervisor.....	1,200.00
Johnston County:	
County superintendent.....	4,000.00
1 supervisor.....	2,000.00
1 stenographer.....	1,200.00
Nash County:	
County superintendent.....	2,000.00
1 rural school supervisor.....	1,800.00
1 clerk.....	900.00
Northampton County:	
County superintendent.....	3,000.00
1 supervisor.....	
Clerical assistants.....	
Pitt County:	
County superintendent.....	3,000.00
1 supervisor for white schools.....	1,800.00
1 supervisor for colored schools.....	1,200.00
Clerical assistants.....	
Richmond County:	
County superintendent.....	1,980.00
1 supervisor.....	
Clerical assistants.....	
Rowan County:	
County superintendent.....	2,100.00
1 supervisor.....	
Clerical assistants.....	

Sampson County:

County superintendent	\$2,000.00
1 supervisor	1,800.00
Clerical assistants	

Union County:

County superintendent	2,000.00
1 supervisor	
Clerical assistants	

Wayne County:

County superintendent	3,000.00
1 supervisor	1,800.00
Clerical assistants	

Thirty-nine counties other than those listed above have clerical assistants. Forty-three counties have 11 supervisors paid in part from the Jeanes Fund. Total number of supervisory assistants reporting, 28.

NORTH DAKOTA.

Each county has a deputy superintendent and at least one clerical assistant.

OHIO.

Each county except three has from 1 to 7 district superintendents who assist the county superintendent and do supervisory work. There are a total of 214 such superintendents in State. Twelve counties have clerical assistants.

The salaries of district superintendents are as follows: Fifteen receive from \$1,000 to \$1,500; 46, \$1,500 to \$2,000; 72, \$2,000 to \$2,500; 55, \$2,500 to \$3,000; 18, \$3,000 to \$3,500; 5, \$3,500 to \$4,000; 3, \$4,000 to \$4,500.

OKLAHOMA.

No supervisory assistants to the county superintendents reported. All counties may employ clerical assistants. The majority of them do so. One county has a Jeanes Fund supervisor.

OREGON.

Clackamas County:

County superintendent	\$1,400.00
1 supervisor (11 months)	² 1,320.00
Clerical assistants ²⁶	

Douglas County:

County superintendent	1,500.00
2 supervisors (10 months, each)	1,200.00
Clerical assistants	

Jackson County:

County superintendent	1,800.00
1 supervisor	² 1,440.00
Clerical assistants	

Lane County:

County superintendent	1,500.00
1 supervisor (10 months)	² 1,500.00
Clerical assistants	

¹ Plus expenses.

² Champaign, Crawford, and Delaware Counties.

²⁶ Reported by State department; amount not specified for any county.

Marion County:

County superintendent	\$1,500.00
1 supervisor	1,440.00*
Clerical assistants	

Sixteen counties have clerical assistants only. Total number of supervisors reported, 6.

PENNSYLVANIA.

Law provides for assistants to the county superintendents according to the number of teachers. There are 81 such assistants in State.

Number of supervisory assistants.	*Salaries of supervisory assistants.
54	\$1,800
9	2,000
12	2,000-2,500
1	3,300
3	5,200
1	5,800
1	6,500

Out of 50 counties reporting, 20 have clerical assistants.

SOUTH CAROLINA.

Anderson County:

County superintendent	\$1,900.00
2 supervisors, each	1,500.00
1 clerk	

Berkeley County:

County superintendent	1,300.00
1 supervisor for white schools	
1 supervisor for colored schools	

Charleston County:

County superintendent	2,500.00
1 supervisor for colored schools 9 months	1,125.00
1 clerk	

Chesterfield County:

County superintendent	1,500.00
1 supervisor for colored schools	
1 clerk	

Clarendon County:

County superintendent	1,500.00
1 supervisor for colored schools	

Laurens County:

County superintendent	1,500.00
1 supervisor	1,500.00

McCormick County:

County superintendent	900.00*
1 supervisor for colored schools	

Marion County:

County superintendent	2,500.00
1 supervisor	

* Plus expenses.

** Paid also by Jeanes Fund.

Spartanburg County:

County superintendent..... \$2,200.00
 2 supervisors, each..... 1,200.00

Sumter County:

County superintendent..... 1,600.00
 1 supervisor..... 1,500.00

Twenty-four counties have Jeanes Fund supervisors. Total, 24. Six other counties have clerical assistance. Total number of supervisors reported, 133.

SOUTH DAKOTA.

Beadle County:

County superintendent..... \$1,965.00
 1 supervisor..... 1,476.00
 1 clerk.....

Bon Homme County:

County superintendent..... 1,720.00
 1 deputy superintendent..... 1,200.00

Brookings County:

County superintendent..... 1,860.00
 1 supervisor..... 1,395.00
 1 clerk..... 95.00

Davison County:

County superintendent..... 1,800.00
 1 supervisor..... 1,200.00

Douglas County:

County superintendent..... 1,500.00
 1 deputy superintendent (half time)..... 80.00

Hamlin County:

County superintendent..... 1,550.00
 1 deputy superintendent..... 1,000.00

Jerauld County:

County superintendent..... 1,450.00
 1 deputy superintendent..... 725.00

Lincoln County:

County superintendent..... 2,888.00
 1 supervisor..... 1,350.00
 Clerical assistants (number not specified).....

Ponnington County:

County superintendent..... 1,800.00
 1 supervisor..... 1,680.00
 1 clerk..... 1,440.00

Spink County:

County superintendent..... 1,860.00
 1 field deputy..... 1,395.00
 1 office deputy..... 1,200.00

Turner County:

County superintendent..... 1,825.00
 1 supervisor..... 1,200.00
 1 clerk (part time)..... 500.00

* Plus expenses.

* Per month.

Yankton County:

County superintendent.....	\$1,800.00
1 supervisor.....	1,200.00

Thirty-one counties have clerical assistants. Total number of supervisory assistants reported, 12.

TENNESSEE.

Davidson County:

County superintendent.....	\$3,075.00
1 supervisor for white schools.....	2,400.00
1 supervisor for white schools.....	2,000.00
1 supervisor for colored schools.....	2,900.00
1 clerk.....	1,500.00

Greene County:

County superintendent.....	1,800.00
2 supervisors, each.....	1,500.00

Hamilton County:

County superintendent.....	4,000.00
1 supervisor.....	2,700.00
1 assistant supervisor.....	1,170.00
1 assistant supervisor.....	1,130.00
1 clerk.....	1,800.00

Maury County:

County superintendent.....	2,150.00
1 supervisor for colored schools.....	

Montgomery County:

County superintendent.....	2,350.00
2 supervisors for white schools, each.....	1,200.00
1 supervisor for colored schools.....	800.00

Shelby County:

County superintendent.....	4,000.00
1 supervisor of grades.....	
1 supervisor of high schools and colored schools.....	
1 supervisor of home economics.....	

(Farm demonstration agent supervises the teaching of agriculture.)

Sumner County:

County superintendent.....	1,200.00
1 supervisor for colored schools.....	
1 clerk.....	

Weakley County:

County superintendent.....	2,000.00
1 supervisor.....	1,200.00

Knox County:

County superintendent.....	2,575.00
----------------------------	----------

7 principals of four-year high schools are to supervise the grammar schools in their immediate community this next year.

Twenty-three counties have Jeanes Fund supervisors. Total, 22. Five counties have clerical assistants. Total number of supervisors reported, 21.

* This salary includes supplement from State and Jeanes Fund.

TEXAS.

No professional supervisory assistants to county superintendent reported. The majority of counties have clerical assistants. Fifteen counties have 15 Jeanes Fund supervisors.

UTAH.

Alpine district:

District superintendent.....	\$3,150.00
1 primary supervisor (part time).....	1,200.00
3 music supervisors, each.....	1,900.00
1 music supervisor.....	1,700.00

Box Elder County:

District superintendent.....	3,600.00
1 primary supervisor (10 months).....	1,900.00
1 supervisor of grammar grades (9 months).....	1,600.00
1 supervisor of penmanship and music (9 months).....	1,620.00

Cache County:

District superintendent.....	2,542.00
1 primary supervisor.....	2,200.00
1 supervisor of music.....	1,550.00

Carbon County:

District superintendent.....	4,081.00
1 primary supervisor.....	

Davis County:

District superintendent.....	2,200.00
1 primary supervisor.....	1,400.00
1 supervisor of music.....	1,200.00

Grand County:

District superintendent.....	2,400.00
1 supervisor of music.....	
Clerical assistants (part time).....	

Granite School district:

District superintendent.....	3,250.00
1 primary supervisor (10 months).....	2,050.00
1 supervisor of art (10 months).....	2,000.00
1 supervisor of music (10 months).....	2,000.00
1 manual training supervisor (10 months).....	2,050.00
1 supervisor of sewing (10 months).....	1,400.00

Iron County:

District superintendent.....	3,000.00
1 primary supervisor (one-half time).....	122.20
1 clerk.....	

Jordan School district:

District superintendent.....	3,199.00
1 supervisor of music.....	2,000.00
1 supervisor of penmanship.....	1,900.00
1 primary supervisor.....	1,900.00
1 supervisor of grammar grades.....	1,800.00

Juab School district:

District superintendent.....	1,850.00
1 supervisor.....	1,512.00

*Per month.

Nebo School district

District superintendent	\$3,750.00
1 primary supervisor	2,250.00
1 supervisor of music	2,000.00
1 supervisor of art	1,800.00

North Sanpete School district

District superintendent	1,842.00
1 primary supervisor	1,400.00

North Summit School district

District superintendent	1,699.00
1 supervisor	2,000.00
1 supervisor	1,750.00

Sevier School district

District superintendent	2,100.00
1 primary supervisor	1,800.00
1 supervisor of music	1,600.00

Utah County:

District superintendent	2,800.00
1 primary supervisor	1,800.00

Weber County:

District superintendent	3,000.00
1 primary supervisor	1,800.00
1 music supervisor	1,800.00
1 health supervisor	1,800.00

The majority of superintendents have clerical assistants. Total number of supervisory assistants reported, 37.

VIRGINIA.

Albemarle County:

County superintendent	\$2,230.00
4 supervisors (8 months, each)	1,500.00

Amherst County:

County superintendent	1,880.00
1 supervisor	1,200.00

Bedford County:

County superintendent	2,240.00
2 supervisors (10 months, each)	1,500.00

Buchanan County:

County superintendent	1,820.00
2 supervisors	

Charlotte County:

County superintendent	1,920.00
1 supervisor	

Cumberland County:

County superintendent	1,910.00
1 supervisor	

Dinwiddie County:

County superintendent	1,830.00
1 supervisor	1,700.00

Fairfax County:

County superintendent	2,200.00
1 supervisor (10 months)	1,500.00

Fauquier County:

County superintendent	2,090.00
2 supervisors, each	1,200.00

Plus expenses.

Frederick County (Clarke County):	
County superintendent	\$1,850.00
1 supervisor	1,080.00
Isle of Wight County:	
County superintendent	1,810.00
1 supervisor	
Loudoun County:	
County superintendent	1,860.00
2 supervisors of white schools, each	1,325.00
1 supervisor of colored schools	720.00
Montgomery County:	
County superintendent	1,870.00
2 supervisors (9 months) each	1,200.00
New Kent County:	
County superintendent	1,740.00
1 supervisor (9 months)	1,500.00
Norfolk County:	
County superintendent	2,630.00
2 supervisors (10 months) each	1,600.00
Page County:	
County superintendent	1,760.00
2 supervisors, each	1,200.00
Patrick County:	
County superintendent	1,960.00
1 supervisor	1,200.00
Pennsylvania County:	
County superintendent	3,330.00
2 supervisors of white schools	
2 supervisors of colored schools	
Powhatan County:	
County superintendent	750.00
1 supervisor	
Princess Anne County:	
County superintendent	1,760.00
1 supervisor	
Rappahannock County:	
County superintendent	1,840.00
1 supervisor	1,200.00
Roanoke County:	
County superintendent	2,020.00
2 supervisors, each	1,300.00
Rockingham County:	
County superintendent	2,150.00
1 supervisor (8 months)	1,400.00
Scott County:	
County superintendent	2,230.00
1 supervisor	200.00
Smith County:	
County superintendent	1,990.00
1 supervisor	1,400.00

* Plus expenses.

* Per month.

* Salaries vary. State pays half up to \$600 for white supervisors.

* Paid from other than public funds, hence no report on this item.

Warren County:

County superintendent.....	\$1,840.00
1 supervisor.....	

Wise County:

County superintendent.....	2,770.00
1 supervisor.....	

Wythe County:

County superintendent.....	1,930.00
2 supervisors.....	

Forty-three counties have Jeanes Fund supervisors. Total, 47. Total number of supervisors reported, 14.

WASHINGTON.

Douglas County:

County superintendent.....	\$1,500.00
1 assistant superintendent (12 months).....	1,500.00
Clerical assistants.....	

King County:

County superintendent.....	3,600.00
1 deputy superintendent.....	3,300.00
1 clerk.....	2,700.00
1 clerk.....	1,680.00

Pierce County:

County superintendent.....	3,000.00
1 supervisor.....	1,800.00
Clerical assistants.....	

Spokane County:

County superintendent.....	3,000.00
1 supervisor (12 months).....	2,200.00
Clerical assistants.....	

Walla Walla County:

County superintendent.....	2,000.00
Only supervision consisted of 10 weeks by extension worker from normal school.	

Whatcom County:

County superintendent.....	2,250.00
1 supervisor.....	1,500.00

Seventeen counties have clerical assistants. Total number of supervisors reported, 5.

WEST VIRGINIA.

Brooke County:

County superintendent.....	\$1,399.00
1 supervisor.....	2,700.00
1 supervisor.....	600.00

Clay County:

County superintendent.....	1,299.00
1 supervisor.....	150.00

Fayette County:	
County superintendent.....	\$2,100.00
1 supervisor.....	2,000.00
1 supervisor.....	1,800.00
1 supervisor.....	2,500.00
1 supervisor.....	585.00
1 supervisor.....	1,800.00
Hancock County:	
County superintendent.....	1,399.00
1 supervisor.....	2,500.00
1 supervisor.....	2,100.00
Harrison County:	
County superintendent.....	2,100.00
2 supervisors, each.....	2,500.00
1 supervisor.....	1,500.00
2 supervisors, each.....	100.00
Jefferson County:	
County superintendent.....	1,399.00
1 supervisor.....	
Kanawha County:	
County superintendent.....	2,100.00
1 supervisor.....	3,625.00
3 supervisors, each.....	3,000.00
1 supervisor.....	2,000.00
1 supervisor.....	1,050.00
Lewis County:	
County superintendent.....	1,652.00
1 supervisor.....	
Lincoln County:	
County superintendent.....	1,508.00
1 supervisor.....	1,500.00
1 supervisor.....	1,200.00
Logan County:	
County superintendent.....	1,870.00
1 supervisor.....	2,800.00
1 supervisor.....	2,500.00
1 supervisor.....	2,250.00
1 supervisor.....	2,000.00
Marion County:	
County superintendent.....	2,100.00
1 supervisor.....	
1 supervisor.....	3,600.00
1 supervisor.....	4,000.00
1 supervisor.....	2,280.00
Marshall County:	
County superintendent.....	1,831.00
1 supervisor.....	3,500.00
1 supervisor.....	3,250.00
1 supervisor.....	1,200.00
1 supervisor.....	1,000.00
Mercer County:	
County superintendent.....	2,100.00
3 supervisors.....	

Mineral County:	
County superintendent.....	\$1,427.00
2 supervisors.....	
Mingo County:	
County superintendent.....	1,613.00
1 supervisor.....	2,400.00
1 supervisor.....	2,100.00
1 supervisor.....	1,620.00
1 supervisor.....	715.00
Monongalia County:	
County superintendent.....	1,725.00
1 supervisor.....	200.00
1 supervisor.....	170.00
Monroe County:	
County superintendent.....	1,466.00
1 supervisor.....	110.00
Morgan County:	
County superintendent.....	1,250.00
1 supervisor.....	2,400.00
1 supervisor.....	2,000.00
McDowell County:	
County superintendent.....	2,400.00
1 supervisor.....	4,500.00
2 supervisors, each.....	2,600.00
1 supervisor.....	3,000.00
1 supervisor.....	2,100.00
Ohio County:	
County superintendent.....	2,100.00
1 supervisor.....	3,600.00
1 supervisor.....	3,300.00
1 supervisor.....	360.00
1 supervisor.....	225.00
1 supervisor.....	120.00
Preston County:	
County superintendent.....	1,892.00
1 supervisor.....	2,625.00
1 supervisor.....	2,400.00
1 supervisor.....	2,000.00
1 supervisor.....	1,200.00
Raleigh County:	
County superintendent.....	1,871.00
1 supervisor.....	2,000.00
1 supervisor.....	1,200.00
Randolph County:	
County superintendent.....	1,784.00
1 supervisor.....	150.00
Ritchie County:	
County superintendent.....	1,563.00
1 supervisor.....	2,400.00
1 supervisor.....	1,500.00
1 supervisor.....	1,300.00
1 supervisor.....	800.00

Summers County:	
County superintendent.....	\$1,451.00
1 supervisor.....	3,300.00
Tucker County:	
County superintendent.....	1,453.00
1 supervisor.....	3,100.00
2 supervisors, each.....	2,500.00
Wayne County:	
County superintendent.....	1,733.00
1 supervisor.....	
Wetzel County:	
County superintendent.....	1,706.00
1 supervisor.....	3,000.00
2 supervisors, each.....	2,400.00
1 supervisor.....	2,150.00
1 supervisor.....	1,600.00
Wood County:	
County superintendent.....	1,847.00
1 supervisor.....	2,400.00
Wyoming County:	
County superintendent.....	1,354.00
1 supervisor.....	2,400.00
1 supervisor.....	150.00
1 supervisor.....	125.00

No counties have clerical assistants. Total number of supervisory assistants reported in State, 56.

WISCONSIN.

Adams County:	
County superintendent.....	\$1,200.00
1 supervisor ³¹	1,000.00
1 clerk (part time).....	250.00
Ashland County:	
County superintendent.....	3,000.00
1 supervisor.....	1,800.00
1 clerk (part time).....	300.00
Bayfield County:	
County superintendent.....	1,500.00
1 supervisor.....	1,500.00
1 clerk.....	900.00
Brown County:	
County superintendent.....	2,400.00
2 supervisors, each.....	1,800.00
Buffalo County:	
County superintendent.....	1,600.00
1 supervisor.....	1,500.00
Burnett County:	
County superintendent.....	1,800.00
1 supervisor.....	1,500.00
1 clerk.....	600.00

³¹ All are called "supervising teachers".

Calumet County:

County superintendent.....	\$2,600.00
1 supervisor.....	1,600.00
1 clerk (part time).....	960.00

Chippewa County:

County superintendent.....	1,600.00
2 supervisors, each.....	1,300.00
1 clerk.....	900.00

Clark County:

County superintendent.....	2,000.00
2 supervisors, each.....	1,620.00
1 clerk.....	900.00

Columbia County:

County superintendent.....	2,100.00
2 supervisors, each.....	1,500.00

Crawford County:

County superintendent.....	
1 supervisor.....	1,300.00

Dane County (first district):

County superintendent.....	2,000.00
1 supervisor.....	1,600.00
1 supervisor.....	1,300.00

Dane County (second district):

County superintendent.....	2,200.00
2 supervisors, each.....	1,800.00

Dodge County:

County superintendent.....	2,000.00
2 supervisors, each.....	1,400.00
1 clerk.....	1,200.00

Door County:

County superintendent.....	2,100.00
1 supervisor.....	1,680.00
1 clerk.....	960.00

Douglas County:

County superintendent.....	2,500.00
1 supervisor.....	1,500.00
1 clerk.....	900.00

Dunn County:

County superintendent.....	2,100.00
1 supervisor.....	1,500.00
1 supervisor.....	1,300.00
1 clerk.....	850.00

Eau Claire County:

County superintendent.....	2,100.00
1 supervisor.....	1,800.00
1 clerk.....	840.00

Florence County:

County superintendent.....	1,500.00
1 supervisor.....	1,100.00

Fond du Lac County:

County superintendent.....	2,000.00
2 supervisors, each.....	1,500.00
1 clerk.....	1,200.00

Forest County:	
County superintendent.....	\$1,600.00
1 supervisor.....	1,620.00
Grant County:	
County superintendent.....	3,000.00
1 supervisor.....	1,500.00
1 supervisor.....	1,300.00
1 clerk.....	1,210.00
Green County:	
County superintendent.....	2,000.00
1 supervisor.....	2,400.00
Green Lake County:	
County superintendent.....	1,800.00
1 supervisor.....	2,000.00
1 clerk.....	125.00
Iowa County:	
County superintendent.....	1,600.00
1 supervisor.....	1,920.00
1 supervisor.....	1,800.00
Iron County:	
County superintendent.....	1,500.00
1 supervisor.....	1,680.00
Jackson County:	
County superintendent.....	2,000.00
1 supervisor.....	1,500.00
1 supervisor.....	1,380.00
1 clerk.....	720.00
Jefferson County:	
County superintendent.....	2,000.00
1 supervisor.....	1,800.00
1 clerk (part time).....	400.00
Juneau County:	
County superintendent.....	1,600.00
1 supervisor.....	
1 clerk.....	720.00
Kenosha County:	
County superintendent.....	2,000.00
1 supervisor.....	1,620.00
Kewaunee County:	
County superintendent.....	1,400.00
1 supervisor.....	1,980.00
1 clerk (part time).....	150.00
La Crosse County:	
County superintendent.....	2,100.00
1 supervisor.....	1,500.00
La Fayette County:	
County superintendent.....	1,800.00
1 supervisor.....	1,200.00
Langlade County:	
County superintendent.....	2,400.00
1 supervisor.....	1,600.00
1 clerk.....	840.00

Lincoln County:	
County superintendent.....	\$1,500.00
1 supervisor.....	1,200.00
1 clerk (part time).....	500.00
Manitowoc County:	
County superintendent.....	2,200.00
2 supervisors, each.....	2,100.00
1 clerk.....	840.00
Marathon County:	
County superintendent.....	3,000.00
2 supervisors, each.....	1,350.00
1 clerk.....	1,500.00
Marinette County:	
County superintendent.....	1,600.00
1 supervisor.....	1,800.00
1 supervisor.....	1,500.00
Marquette County:	
County superintendent.....	1,400.00
1 supervisor.....	1,000.00
Milwaukee County:	
County superintendent.....	2,500.00
1 supervisor.....	1,750.00
1 clerk.....	1,200.00
Monroe County:	
County superintendent.....	1,600.00
2 supervisors, each.....	1,150.00
1 clerk (part time).....	150.00
Oconto County:	
County superintendent.....	2,600.00
1 supervisor.....	1,500.00
1 clerk.....	1,080.00
Oneida County:	
County superintendent.....	2,100.00
1 supervisor.....	1,600.00
Outagamie County:	
County superintendent.....	2,500.00
2 supervisors, each.....	1,500.00
Ozaukee County:	
County superintendent.....	1,800.00
1 supervisor.....	1,800.00
Pepin County:	
County superintendent.....	1,200.00
1 supervisor.....	1,200.00
Pierce County:	
County superintendent.....	2,000.00
1 supervisor.....	1,300.00
1 clerk.....	500.00
Polk County:	
County superintendent.....	2,000.00
1 supervisor.....	1,980.00
1 clerk.....	900.00

Portage County:	
County superintendent.....	\$1,875.00
2 supervisors, each.....	1,620.00
1 clerk.....	780.00
Price County:	
County superintendent.....	1,500.00
1 supervisor.....	1,500.00
1 clerk (part time).....	50.00
Racine County:	
County superintendent.....	2,800.00
1 supervisor.....	1,980.00
1 clerk (part time).....	480.00
Richland County:	
County superintendent.....	2,700.00
1 supervisor.....	1,450.00
1 supervisor.....	1,350.00
Rock County:	
County superintendent.....	2,400.00
1 supervisor.....	1,620.00
1 supervisor.....	1,500.00
1 clerk.....	1,200.00
Rusk County:	
County superintendent.....	2,400.00
1 supervisor.....	1,500.00
1 clerk (part time).....	600.00
St. Croix County:	
County superintendent.....	1,800.00
2 supervisors, each.....	1,800.00
1 clerk.....	720.00
Sauk County:	
County superintendent.....	1,800.00
1 supervisor.....	1,200.00
1 clerk.....	1,200.00
Sawyer County:	
County superintendent.....	1,500.00
1 supervisor.....	1,250.00
Shawano County:	
County superintendent.....	1,800.00
1 supervisor.....	1,250.00
1 clerk.....	840.00
Sheboygan County:	
County superintendent.....	1,600.00
2 supervisors, each.....	1,650.00
Taylor County:	
County superintendent.....	2,000.00
1 supervisor.....	1,600.00
1 supervisor.....	1,500.00
1 clerk.....	900.00
Trempealeau County:	
County superintendent.....	2,000.00
1 supervisor.....	1,500.00

Vernon County:

County superintendent	\$2,000. 00
1 supervisor	1,850. 00
1 supervisor	1,500. 00
1 clerk	900. 00

Vilas County:

County superintendent	2,000. 00
1 supervisor	1,680. 00

Walworth County:

County superintendent	2,500. 00
1 supervisor	1,600. 00
1 supervisor	1,550. 00
1 clerk (part time)	600. 00

Washburn County:

County superintendent	1,400. 00
1 supervisor	1,320. 00
1 clerk (part time)	300. 00

Washington County:

County superintendent	2,500. 00
1 supervisor	1,850. 00
1 clerk	900. 00

Waukesha County:

County superintendent	1,600. 00
2 supervisors, each	1,500. 00

Waupaca County:

County superintendent	1,800. 00
1 supervisor	1,800. 00
1 supervisor	1,600. 00
1 clerk	600. 00

Waushara County:

County superintendent	1,600. 00
1 supervisor	1,300. 00
1 clerk	150. 00

Winnebago County:

County superintendent	2,400. 00
1 supervisor	2,700. 00
1 clerk	1,200. 00

Wood County:

County superintendent	2,400. 00
2 supervisors, each	1,650. 00
1 clerk	500. 00

Total number of supervisors reported, 97.

WYOMING.

No professional supervisory assistants reported. Three counties have clerical assistants.

TABLE 10.—Number of county or other rural superintendents receiving salaries named.

State.	\$300 or less.	\$300 to \$350.	\$400 to \$700.	\$700 to \$900.	\$900 to \$1,200.	\$1,200 to \$1,500.	\$1,500 to \$1,900.	\$1,900 to \$2,100.	\$2,100 to \$2,400.	\$2,400 to \$2,700.	\$2,700 to \$3,000.	\$3,000 or more.	Maximum salary reported.	Total number of counties in State.	Number of counties reporting.
Alabama.....					3	7	13	15	8	6	9	\$3,000	67	61	
Arizona.....				4	4	3	3	7	3	1	2	2,000	14	14	
Arkansas.....					3	10	7	9	3	1	2	3,000	78	63	
California.....	1	1			2	6	8	7	5	5	5	5,000	58	58	
Colorado.....	2	2			16	20	12			4	2	3,000	63	63	
Delaware.....												3,000	3	3	
Florida.....					6	10	18	7	5		8	5,000	54	54	
Georgia.....		22		16	29	37	12	7	3		8	2,700	135	135	
Idaho.....					11	11	14	8				2,000	174	174	
Illinois.....												9,000	102	92	
Indiana.....					42		32	17	21	16	16	2,400	92	92	
Iowa.....												3,000	99	96	
Kansas.....				10	34	40	71	12	3	9	1	3,500	105	105	
Kentucky.....		25		26	43	14	3	3	1			2,500	120	120	
Louisiana.....					1	1	6	9	11	13	6	5,000	64	64	
Maryland.....												3,700	23	23	
Massachusetts.....					12	20	10	6	6	2	2	3,000	83	83	
Michigan.....		5	3	1	4	18	22	19	8	10	3	3,000	98	96	
Minnesota.....												4,000	112	112	
Mississippi.....					51	21	9	8	45	17	1	2,000	114	114	
Missouri.....												2,500	53	53	
Montana.....					10	35	9	28	8	2	10	12,000	5	5	
Nebraska.....					6	11	27	5				2,000	93	93	
Nevada.....												12,000	5	5	
New Hampshire.....												2,000	21	21	
New Jersey.....					5	12	11	23	7	8	4	2,050	29	28	
New Mexico.....					18	8	11	7	7			5,000	100	100	
North Carolina.....		2		2	9	16	3	10	12	20	43	2,000	53	53	
North Dakota.....	1	1	2		4	3	7	2				2,000	99	99	
Ohio.....					24	25	15	7				2,000	77	77	
Oklahoma.....					10	13	8	2				2,500	77	77	
Oregon.....					4	10	1	2	21	16	18	3,000	73	73	
Pennsylvania.....					4	10	6	2	3	2	2	3,000	96	96	
South Carolina.....					3	21	21	1	2	1		2,000	46	46	
South Dakota.....		2	3		14	12	1	11	2	1	2	2,888	67	67	
Tennessee.....					8	12	1	2	3	2	1	4,000	95	95	
Texas.....								25	13	33		2,900	252	252	
Utah.....												2,000	118	118	

* Ten superintendents in South Carolina are paid \$7 per day.

\$1,000 232
\$2,000 232
\$3,000 232
\$4,000 232
\$5,000 232
\$6,000 232
\$7,000 232
\$8,000 232
\$9,000 232
\$10,000 232
\$11,000 232
\$12,000 232
\$13,000 232
\$14,000 232
\$15,000 232
\$16,000 232
\$17,000 232
\$18,000 232
\$19,000 232
\$20,000 232
\$21,000 232
\$22,000 232
\$23,000 232
\$24,000 232
\$25,000 232
\$26,000 232
\$27,000 232
\$28,000 232
\$29,000 232
\$30,000 232
\$31,000 232
\$32,000 232
\$33,000 232
\$34,000 232
\$35,000 232
\$36,000 232
\$37,000 232
\$38,000 232
\$39,000 232
\$40,000 232
\$41,000 232
\$42,000 232
\$43,000 232
\$44,000 232
\$45,000 232
\$46,000 232
\$47,000 232
\$48,000 232
\$49,000 232
\$50,000 232
\$51,000 232
\$52,000 232
\$53,000 232
\$54,000 232
\$55,000 232
\$56,000 232
\$57,000 232
\$58,000 232
\$59,000 232
\$60,000 232
\$61,000 232
\$62,000 232
\$63,000 232
\$64,000 232
\$65,000 232
\$66,000 232
\$67,000 232
\$68,000 232
\$69,000 232
\$70,000 232
\$71,000 232
\$72,000 232
\$73,000 232
\$74,000 232
\$75,000 232
\$76,000 232
\$77,000 232
\$78,000 232
\$79,000 232
\$80,000 232
\$81,000 232
\$82,000 232
\$83,000 232
\$84,000 232
\$85,000 232
\$86,000 232
\$87,000 232
\$88,000 232
\$89,000 232
\$90,000 232
\$91,000 232
\$92,000 232
\$93,000 232
\$94,000 232
\$95,000 232
\$96,000 232
\$97,000 232
\$98,000 232
\$99,000 232
\$100,000 232

TABLE 10.—Number of county or other rural superintendents receiving salaries named—Continued.

State.	\$300 or less.	\$300 to \$500.	\$500 to \$700.	\$700 to \$900.	\$900 to \$1,200.	\$1,200 to \$1,500.	\$1,500 to \$1,800.	\$1,800 to \$2,100.	\$2,100 to \$2,400.	\$2,400 to \$2,700.	\$2,700 to \$3,000.	\$3,000 or more.	Maximum salary reported.	Total number of counties in State.	Number of counties reporting.
Utah			2			3	6	4	5	4	1	7	\$4,000	34	31
Virginia							40	23	10	2	1	1	3,200	100	97
Washington			4				14	9	4		2	1	3,600	98	89
West Virginia							16	9					3,600	55	55
Wisconsin						25	16	21	8				3,000	71	71
Wyoming						11	19	21					1,300	21	21
Connecticut													1,000	27	27
Maine							21	29	12	8	7		3,855	132	132
Massachusetts						3			36	23	9	11	3,855	132	132
New Hampshire									19	31	16	8	4,000	77	77
Rhode Island							3		2	8	35	13	3,600	57	57
Vermont								9	32	5	2		2,625	7	6
New York							105	11	21	4	2	11	2,900	51	51
Total	7	12	63	76	318	127	783	184	337	317	294	231		3,467	3,299

* One county superintendent in Wyoming is paid \$115 per month; the other 20, \$83 per month.

Appendix B.

FORMS USED IN THE SUPERVISION OF RURAL SCHOOLS IN CERTAIN COUNTIES IN CONNECTICUT, NEW JERSEY, AND ILLINOIS.

CONNECTICUT.

HEALTH AND SANITATION CHART

(Revised.)

1. Wipe your feet before entering a building.
2. Do all sweeping before 8 o'clock in the morning or after school.
3. Dust with cloth moistened with kerosene after dust has settled.
4. Dust chalk troughs wainscoting window sills and sash frequently.
5. Get drinking water from place designated in the pail used for that purpose only.
6. Empty drinking tanks every night and wash with hot water every week.
7. Clean wash basin thoroughly after using.
8. Use individual or paper towels.
9. Exchange of pencils is forbidden.
10. Do not put pencils or erasers in the mouth.
11. Carry a clean handkerchief and use it when sneezing and coughing.
12. Strive for a high mark in the daily health inspection.
13. Keep the temperature of the room as near 68 degrees as possible.
14. Do not sit in draughts, in cold rooms, or raise windows above window boards in cold weather.
15. Adjust clothing and footwear to the temperature.
16. Regulate light with shades.
17. Put remains of food and refuse into a covered receptacle.
18. Learn the use of a first-aid cabinet.
19. Wash knobs and latches at least once a week.
20. Hold physical exercises out of doors.
21. Be careful what, how much, and how you eat.
22. Live out of doors much.
23. Sleep with windows open at both top and bottom.
24. Practice deep breathing.
25. Learn how to prevent constipation.
26. Change your posture frequently in your seats.
27. Study and form right habits of work play, rest, and sleep.
28. Protect the body from poisons and infections by bathing and by avoiding diseased articles and localities.
Distrust patent medicines.

E. W. IRELAND.
G. R. GOVE.
B. R. SHOWALTER.
W. M. STRONG.

Keep in register.

Week beginning

ප්‍රාග්ධන

	Mon.	Tue.	Wed.	Thurs.	Fri.	Weekly Report
Pupus.	Face. Teeth. Head. Clothing.	Face. Teeth. Head. Clothing.	Face. Teeth. Head. Clothing.	Face. Teeth. Head. Clothing.	Hands and nails. Face. Teeth. Head. Clothing.	Hands and nails. Face. Teeth. Head. Clothing. Bath. Ventilated room. Sufficient hours of sleep.

NOTE.—In proper space check thus x when pupil fails to meet requirements. By comparison with the attendance register the per cent of pupils failing can be computed for any one or all pupils by day, week, or month.

NOTE.—Names can be listed on this sheet by pupil assistants.

NOTE.—Names can be listed on this sheet by pupil assistants.

Pupils who continually fail to qualify should be brought to the attention of the supervisor, who will interview parents. Pupils who cannot be equipped with vaccines (or washing) must be equipped with vaccines (or washing).

Post in every room the health chart of the National Tuberculosis Association, 125 East Twenty-second Street, New York.

(Signed) _____

.....
Тема. АСТ.

SUPERVISION CALENDAR.

[All months from June to September.]

1. Outline schedule of work for the month (form furnished).
2. Make two visits of reasonable length to each school.
3. Hold meetings for all teachers in each town during the early part of the month.
4. Attend all meetings of the school committees held in each town.
5. Collect and check up reports.
6. Check and investigate nonattendance.
7. Plan details for meetings of teachers and school committee the following month.
8. Visit local library regarding the distribution of books to schools and the purchase of new books.
9. Interview some members of the school committee.
10. Interview some parents and citizens.

SUPERVISION CALENDAR FOR JANUARY AND FEBRUARY.

1. Measure school work in all subjects and standards.
2. Check up class reading to date and order supplementary material needed.
3. Apply for State school library grant.

There is a similar outline for each month; 10 meetings with inspectors for each sectional group of supervisors and five general meetings for all supervisors are scheduled on the same sheet, as the foregoing.

Another circular for supervisors suggests means of directing and helping teachers in particular activities. Such an outline concerning the work of the supervisors for one month—August—follows:

TEACHER-TRAINING OUTLINE.

(August.)

In August the supervisor is to furnish each teacher with:

1. 1917-18 time-table.
2. Tentative time-table for opening days of school.
3. List of textbooks by standards.
4. List of books read by standards 1917-18.
5. List of school library books.
6. List supplementary reading with assigned readings, e. g., leaflets.
7. Plans for progress with all supplements.
8. Promotion list.
9. List of supplies and apparatus.
10. Plan and work sheets for May and June, 1918.
11. Plans for first week of school in September.
12. War program, with full directions concerning materials to be used.
13. Information about where school keys may be obtained.
14. Name and address of people with whom teacher is to board.
15. Directions for getting and circulating books from the public library or Connecticut public library committee.
16. Use of picture cabinets, bird charts, and other materials sent or available from State.
17. Detailed information about special pupils.
18. School calendar with dates of teachers' meetings and plans therefor.
19. Instructions about keeping of register and use of excuse blanks.
20. Directions for making daily plans.
21. Directions for making attendance reports.
22. Directions for use of health forms.
23. A teacher's certificate.
24. Statement of basis of rating teachers.
25. Suggestions about the housekeeping to include pupil assignments, janitor, sweeping, and dusting.
26. Directions for filing all papers, etc.
27. Names and addresses of supervisor, town health officer, and officer to be notified in case of emergencies.
28. New school register.
29. Instruction concerning teachers' pension deductions and rules governing.
30. Such other information and materials as are needed for her school.

TEACHERS' MEETING.

[State Board of Education, Connecticut Bulletin 5, Series, 1919-20.]

(September, 1919.)

1. Forty-five minutes. Demonstrations:
 - (a) Model lesson—Standard I reading.
 - (b) Model lesson—Standard IV history story.
 - (c) Practice of model lesson—Standard I reading.

II. Twenty minutes. Discussion:

(a) The model lessons.

(b) The practice lesson. NOTE.—See bulletin regarding conduct of teachers' meetings.

III. Sixty minutes. Interpretation of plans for progress:

(a) Organization—

1. Standards: Stages, their significance.

2. Methods: Their location in plans for progress; their use and the standards to which they apply.

(b) Subject matter—

1. General plan: Chart essentials; supplementary reading and exercises.

2. Reading: Oral; silent; tests; materials prescribed and supplementary.

3. Arithmetic: Facts; process; problems; exercises; material; texts.

4. Geography: Facts; stories; topics; readings; charts; local material available.

5. History: Facts; stories; readings; charts; local material available.

REPORT OF COMMITTEE ON TRAINING TEACHERS IN SERVICE.

One of the chief functions of a supervisor in the State supervision system is the training of teachers in service. Two-thirds of our teachers are without normal training and enormous labor is the result of using untrained and inexperienced girls unless some effective means of training is provided to run parallel with their experience. The following means are suggested:

1. Model school; use as above.

2. Teachers' meetings:

Teachers' meetings are held at the model school at least once a month and all teachers in the town required to attend. The work for these meetings is outlined by a committee of supervisors. They are two hours in length and consist of the following exercises: Teaching demonstration by supervisor or model teacher; teaching by a teacher selected by lot; instruction by supervisor (interpreting plans for progress; methods; use of seat work and devices; organization and management of schools, including grading, grouping, programs, plans, charts, registers); discussion of prescribed reading; special subjects assigned for investigation and report.

3. Individual criticism.

The teachers' meetings are followed by two visits a month to each school. On these visits the supervisor checks up the results of his instructions, observes, demonstrates, criticizes, instructs, and tests. Each visit has a particular and definite aim.

The teacher keeps a suggestion book for the use of both teacher and supervisor in exchanging ideas and criticisms. These matters are also taken up personally with the teacher and results checked at a subsequent visit.

4. Demonstration.

Demonstration of methods and the use of seat work, charts, devices, etc., is a part of the supervisor's work at teachers' meetings and when visiting the schools.

5. Visiting.

Teachers are required to visit the model school for observation and practice at least once a term, and occasionally the teacher is required to visit other schools. Teachers are instructed how and what to observe and the results of the visit are discussed with the supervisor.

6. Circulars and bulletins.

In addition to teachers' meetings, ideas and instructions are given to the teachers by means of circular letters and bulletins sent out by the office at Hartford and by the supervisor.

7. Professional reading.

This reading is prescribed each year. The books are discussed at teachers' meetings and the results tested by means of examinations.

8. Institutes.

At different times throughout the year meetings are held at places accessible to a number of teachers. The programs consist of lectures made as practicable as possible, teaching demonstrations, discussions of teachers' problems, and exhibits of devices and seat work.

9. Correspondence course.

The Danbury normal school offers correspondence courses in the following subjects: Drawing, English language, geography, penmanship, duties of citizenship, English literature, history, physics. The satisfactory completion of these subjects will be equivalent to the first year's work in the normal school. The completion of each subject is equivalent to passing the State examination and the preliminary papers in that subject. All who finish this correspondence course and desire a diploma must take the last year in residence at the normal school.

10. Summer school.

Each year a summer school is conducted in the State at which special courses are given to beginners and teachers without normal training. Lectures on methods in the fundamental and statutory subjects are given and rural model schools are in operation for observation and practice.

¹ State outlines or course of study.² Divisions of work in State outlines correspond closely to grades.

The following requirements regarding the establishment of model schools were adopted by a committee of supervisors in 1917:

No model school can be organized under the law unless by a vote of the local board. As heretofore, model schools under your direction must be organized in each town. In order that a school may be used as a model school there must be not fewer than 15 children regardless of a first grade and at least four other grades sufficient material and apparatus for teaching; at least three sets of supplementary readers for each grade; a definitely approved program signed by the supervisor; a building which meets the minimum requirements; a school so situated as to be accessible for teachers in the several parts of the town; and other rated "good" in respect to teaching and management.

A model school if it is to be continued should meet one or more of the following conditions: Training of a apprentice for a whole year; several visits of model-school teacher to other schools in town; abundant visitation of model school by other teachers either of own town or adjoining towns; unusually high standard of accomplishment that is a stimulus to other schools in the town.

Uses of model school: Teacher may hold one session and attend the model school the remainder of the day; have teachers attend model school on teachers' meeting days and hold teachers' meetings afterwards; open model schools one week earlier and insist on attendance of all beginners unless they attend summer school; have model school sessions on Saturday and send the model-school teacher to visit other schools in the town on Monday.

Suggestions: Teachers should bring plan books to teachers' meeting also to model school when visiting; be told what to look for when visiting model schools; report to supervisor the results of observations.

Model teacher should exhibit work and send samples to other schools for the purpose of instruction and copying; give teachers copies of detailed plans of lessons to be taught at teachers' meetings; supply other teachers of the town with samples of seat work and devices used in the model school.

Supervisor should visit model schools frequently at the beginning of the year; visit model schools with visiting teachers; invite parents and school committee to visit model schools; in the towns without supervision to send teachers to the model schools; persuade the school committee to keep open the school year so that several days may be taken for visiting model schools; have as many visits to the model schools at the beginning of the year as possible. In making contracts with teachers have an understanding that they visit the model school a day each term on their own time.

Note: A two-room school may be made a model school if both teachers are approved.

CERTIFICATE OF PROFICIENCY IN GEOGRAPHY.

Being satisfied that age years, has knowledge of the location facts of geography, we grant this certificate of proficiency.

Signed day of 19.... in the town of State of Connecticut. teacher; supervising agent.

To qualify for a certificate of proficiency in geography the pupil shall show facility and accuracy in locating on the globe and maps and by description the facts listed on the geography charts i-iv in plans for projects.

Only pupils in standards iv and v are eligible.

FORMS FOR PROMOTION BY SUBJECTS

Form i
(reduced)

Class organization sheet

Town..... school..... teacher..... year.....

name of pupils
standard

subjects	i	ii	iii	iv	v	vi	vii	viii
reading								
writing								
arithmetic								
language								
history								
citizenship								
geography								
physiology								
spelling								
etc								

This form is to be posted on the wall beside time-table

Town.....
School.....
Teacher.....
Date.....
Inspector.....

WORK HOURS.

Number (ascertain by multiplying number of children x hours in observation period)

idle	ii unemployed	iii imperfectly employed	iv improperly employed	total loss

Work hours employed.....
Work hours in period observed.....

Efficiency expressed in per cent

Corrected by accomplishment during period of observation:

papers.....
promptness in oral and written work.....
attention to form.....
intelligence in work.....

corrected for ages and standards

Efficiency.....
Accomplishment.....
Rating.....

DIRECTIONS.

Idle—pupils voluntarily not doing assigned work at seats or in class.
Unemployed—pupils having no assigned work.
Imperfectly employed—pupils in class or at seats losing time through imperfect planning by teacher.
Improperly employed—pupils in class or at seats employed at non-educational tasks, e. g. picture puzzles of a non-educational kind.

These spaces indicate the seats of pupils. Every minute by the clock look over the school and indicate by a mark in the appropriate space every pupil who is idle, unemployed, or imperfectly employed.

Between times of marking note time lost by teacher in class, multiply this time by the number of pupils in the class and enter as imperfect employment.

Note pupils who are inattentive to the class work and mark their loss of time in minutes. Reduce to hours.

Take twenty minutes for the test and divide number of pupils by three to get the number of work hours in observation period.

Divide the total loss in hours by the total work hours observed to get efficiency expressed in per cent.

Examine the written papers and assign a per cent to the workmanship including neatness, arrangement, accuracy.

Check the promptness in oral and written work after the observation period and assign a per cent.

Attention to form refers to manners and to language used in oral recitation. Assign a per cent to this also.

Note especially the pupils' intelligence in attacking their work. This indicates partly the thoroughness of instruction and partly the intelligence of the pupils.

The average of the marks given the last four points gives the correction by accomplishment.

Average this figure with the efficiency per cent and the result is the rating of the school.

The committee submits this time-table for a school of eight standards for use as a guide in organizing schools upon the plan now prevailing. A separate bulletin has been prepared upon the use of time-table periods. Time-table for school of eight standards

Time-table of daily exercises

For term beginning January 1917

town Persia school Charger teacher Abou Ben Adhem

Under-score teaching period in red. Indicate the work to be done during study periods. Indicate number of teaching periods a week in a subject by a figure as exponent as History 4 Civics 1

	1	2	3	4	4	1	2	
Time Min	Stand I	Stand II	Stand III	Stand IV	Stand V	Stand VI	Stand VII	Stand VIII
9-9.05 5	HEALTH INSPECTION				ATTENDANCE OPENING			
9.15 10	SPELLING PREPARATION				spell	spell	spell	spell
9.25 10	READING	read	read	read	read	read	read	read
9.40 15 read	READING		read	read	read	read	read	read
9.55 15 read		read	read	READING	read		read	read
10.10 15 read		read	read		READING	read		read
10.25 15	WRITING 4				HYGIENE 1			
10.30 5	SPELLING				DICTATION			
10.40 10	PHYSICAL EXERCISES							
10.45 5	RECESS							
11.00 15 read	ARITHMETIC			arith	arith	arith	arith	arith
11.10 10 ARITH	arith	arith	arith	arith	arith	arith	arith	arith
11.25 15 arith	arith	arith	arith	ARITHMETIC		arith	arith	arith
11.40 15 arith	arith	arith	arith	arith	arith	ARITHMETIC		
11.50 10 READ	spell		spell	read	read	read	read	read
12.00 10	MUSIC							
1-1.10 10 READ	read	read	lang	lang	lang	lang	lang	lang
1.25 15 read	read	read		LANGUAGE		lang	lang	lang
1.35 10 read	read	read	lang	lang	lang	LANGUAGE		
1.50 15	LANGUAGE		spell	hist	hist	hist	hist	hist
				geog	geog	geog	geog	geog
2.05 15 hist	hist	hist	hist	hist	HISTORY OR GEOGRAPHY			
	geog	geog	geog	geog				
2.15 10	HISTORY OR GEOGRAPHY				spec	spec	spec	spec
				subj	subj	subj	subj	subj
2.25 10	PHYSICAL EXERCISES							
2.30 5	RECESS							
2.35 5	PHONETICS DRILL							
2.45 10 READ	read	read	read	read	read	read	read	read
2.55 10 read	READING		read	read	read	read	read	read
3.10 15 lang	lang	lang	READ HIST GEOG & PHYSIOL			spec	spec	spec
						subj	subj	subj
3.20 10 spell	lang	lang	read	spec	spec	READ HIST GEOG		
				subj	subj	& PHYSIOL		
3.45 25	DRAWING 1	SEWING 1	SCIENCE 1	AGRICULTURE 1		CIVICS 1		

HISTORY CHART.

CHART IX.

Events.

Date or period.
Men or peoples.
Place or locality.
Causes of war of 1812.
Perry's victory.
Burning of Washington.
Hartford convention.
Results of war of 1812.
Missouri compromise.
Erie canal.
Spoils system.
Abolition society.
Nullification.

ARITHMETIC CHART.

CHART I.

Addition and multiplication.

2 9 8 9 8 7 9 7
2 8 7 6 6 5 7 3
3 2 7 8 9 8 8 9
3 3 6 4 5 2 5 4
4 2 3 9 8 7 6 7
4 5 4 2 3 4 5 2
2 3 5 4 7 6 5 6
4 5 5 5 3 4 4 3
6 4 3 5 2 6 4 5
6 6 6 6 7 2 3 2
2 3 5 2 6 3 5 4
6 7 7 8 7 8 3 2
7 4 4 5 2 6 3 3
7 8 7 8 9 8 9 2
8 7 9 6 8 3 4 7
9 8 9 9 8 9 9 9

OCEAN COUNTY, N. J., PUBLIC SCHOOLS.

To the Principals:

Inform all your teachers and have the dates carefully noted.

Schedule of teachers' meetings to be held from October 20 to November 19, 1920.

Northern group—Bay Head, Brick, Point Pleasant, Point Pleasant Beach.

Grades I-II, October 20—Point Pleasant Beach.

Grades III-V, November 13—West Point Pleasant.

Grades VI-VIII, November 11—Bay Head.

Central group—Berkeley, Dover, Island Heights, Lacey, Lavallette, Manchester, Ocean Gate, Seaside Heights, Sea Side Park.

Grades I-II, November 5—Lakehurst.

Grades III-V, October 21—Toms River.

Grades VI-VIII, November 19—Forked River.

Southern group—Barnegat City, Beach Haven, Eagleswood, Little Egg Harbor, Ocean, Stafford, Tuckerton, Union.

Grades I-II, October 28—West Creek.

Grades III-V, November 10—Tuckerton.

Grades VI-VIII, November 17—Barnegat.

Western group—Jackson, Plumsted.

Grades I-VIII, November 1—New Egypt (note this meeting is for all the teachers).

Grades III-V, November 8—Pleasant Grove.

Grades VI-VIII, November 18—New Egypt.

Each teacher will arrange to attend the meeting designated for the grade he or she is teaching. As a rule each teacher will go to but one meeting of a series. There will be some exceptions to this as in the series for the western group. In the cases of teachers who are teaching several grades, which fall in two or more of the combinations, the meeting to attend will be designated by the local supervisor or helping teacher.

On the days teachers are to attend a meeting the classrooms of such teachers are to be in session four hours before they leave. In a school where a meeting is held, all the classrooms are to remain in session as usual.

A demonstration lesson will be the basis of each meeting. So far as can be arranged composition and language lessons will be taught in Grades I-II and III-V and arithmetic in Grades VI-VII.

The supervisor in charge of each meeting will have the teacher of the demonstration lesson prepare an outline of the lesson to be taught and have copies of same for distribution to the visiting teachers.

Each visiting teacher will be called on in the discussion period following the lesson to point out some commendable part of the procedure which was followed and show why the same is good practice.

ANNUAL FIELD DAY, OCEAN COUNTY, N. J., SCHOOLS, MAY, 1921.

(Each event designated for each class will be competitive. Suitable awards will be given in each class for points earned.)

COMPETITIVE EVENTS FOR THE SEVERAL CLASSES.

Class I.—High schools.

Gymnastic drill.....	G.	Special announcement: give full particulars.
Flag drill.....	G.	Special announcement: give full particulars.
Arch relay.....	8 G.	Special announcement: give full particulars.
50-yard dash.....	G.	Running high jump..... B.
220-yard relay.....	4 G.	Running broad jump..... B.
Standing broad jump relay.....	6 G.	One-half mile relay..... 4 B.
Bean bag target toss.....	G.	Baseball target throw..... B.
100-yard dash.....	B.	220-yard dash..... B.

Class II.—Elementary schools.

Gymnastic drill.....	B. & G. (VI-VIII) (as prescribed).	
Folk dance, "French reel".....	B. & G. (III-V) 8, 16, or 24.	
Folk dance, "Gustaf's Skol".....	G. (VI-VIII) 8, 16, or 24.	
Partner relay.....	12 G.	Running broad jump..... B. (a)
50-yard dash.....	G. (a)	Running broad jump..... B. (b)
50-yard dash.....	G. (b)	Running high jump..... B. (a)
220-yard relay race.....	4 G.	Running high jump..... B. (b)
3-legged race.....	2 G.	Baseball target throw..... B.
Standing broad jump R.....	6 G.	Pack race..... B.
Bean bag target toss.....	G.	220-yard relay..... 4 B.
(a) Over 80 lbs.		100-yard dash..... B. (a)
(b) Under 80 lbs.		100-yard dash..... B. (b)

Class III.—Small schools.

Gymnastic drill.....	B. & G. (III-VIII) (as prescribed).	
Folk dance, "Crested Hen".....	B. & G. 3, 6, 9, or 12.	
50-yard dash.....	G. (a)	Running broad jump..... B. (a)
50-yard dash.....	G. (b)	Running broad jump..... B. (b)
220-yard relay.....	4 G.	Running high jump..... B. (a)
3-legged race.....	2 G.	Running high jump..... B. (b)
Bean bag target toss.....	G.	Pack race..... 2 B.
Standing broad jump.....	G.	Baseball target throw..... B.
100-yard dash.....	B. (a)	220-yard relay..... B.
100-yard dash.....	B. (b)	(b) Under 80 lbs.
(a) Over 80 lbs.		

[Face.]

OCEAN COUNTY, N. J.

SUPERINTENDENT'S RECORD OF VISIT.

.....teacher;school; Date..... 191
room; teaching, branch.....; lesson; Entered..... M.
 topic.....;pupils in class. Left..... M.

Data concerning pupils.

Grades.	Enrolled.	Present.

Procedure noted.....
 Commendation.....
 Suggestions.....
 Reaction to suggestions.....
 Worth of work observed.....
 Follow-up efforts.....

Superintendent.

EXCELLENCIES OF TEACHING.

I. GENERAL CONDITIONS.

II. TEACHER.

- ### III. PUPILS.

- #### IV. INSTRUCTION.

- ## V. RECITATION.

- ## VI. DISCIPLINE.

- [Face.]

Last name of pupil First name and initial School district of
Place of birth Date of birth Name of parent or guardian
Nationality of father P. O. address Nationality of mother
Send copy of this card with a pupil who leaves to attend another school. Write all dates as follows:
1919-5-21.

*Includes attendance in other schools.

[illegible]

OCEAN COUNTY, N. J.

Graded 4.5.

Then after I come home, I would like to take my aunt and dog out for a row then I will go ashore and then home and get my supper, and that will complete What I Should Like to do Next Saturday.

Defects.

Comma used incorrectly.

work is done in order to supply the needs of the people in my township? And why is this work done? Would you rather be a farmer or a miner?" Why?

A sufficient number of problem projects have been outlined and hectographed copies sent out so that every teacher has an ample number of illustrations of the problem project. Most teachers have also clear ideas of the project representing an idea in external form. Consequently, I shall outline only the skill, appreciation, and combination projects.

I shall be very happy if every teacher will fix upon two projects and outline or describe them as suggested in the first part of the letter. I don't want any teacher to do this who doesn't want to grow or who is averse to doing it. I want my work with you to be on a project basis. If you find a thing very distasteful it isn't a project for you. If you feel that you need especial help or assistance or do not understand my request I shall be glad to write to you or visit you.

HUNTERDON COUNTY, N. J.

[Extract from a circular letter giving suggestions for teaching; prepared and distributed in the county.]

EUROPE.

Why should we be interested in Europe? In what ways does the Continent of Europe differ from our own continent?—Let a class chairman divide the class into groups who shall compete in discovering the greatest number of ways in which they can compare the two continents. (The teacher's list would naturally include size, topography, population, climate, number and length of rivers, coastline, number of good harbors, number and size of lakes, latitude and longitude, nearness to other continents, number of divisions, number of large cities, character of animal life, character of the governments, richness of mineral wealth, character of people, number of languages spoken, and advantages for carrying on industries.) Each group may select a leader who shall question the group in order to bring the knowledge gained before the class for criticism and discussion.

How does the new map of Europe differ from the old map? How were these changes brought about?—What countries found on the new map are not on the old? From what countries was the territory from which they were created taken? What part did the United States take in helping to fix the boundaries of these countries? How and why did our country take such an active part? What countries lost territory as a result of the World War? What country lost most territory? How do you account for this? On an outline map of Europe write the names of countries, the chief indentations, the names of rivers, capitals and largest cities, and principal mountains.

Why is the climate of Europe so different from the climate of those sections of our own continent that are in the same latitude?—Study the temperature charts. What part of Europe has the same winter temperature as the part of Canada in the same latitude? Why is Europe so much warmer in winter than the sections in North America that are in the same latitude? In what wind belt is most of Europe? Most of North America in the same latitude? What winds bring rain to most of this section? Why is so much of the United States and Canada semiarid? To what sections do the westerly winds bring rain? Why can not Europe depend upon easterly winds for rain? Upon what winds does Europe depend for rain? Why? Why do the westerly winds bring rain and higher winter temperatures to most of Europe while they have this effect on only the coast of North America? Compare the direction in which the mountains trend on the two continents.

HUNTERDON COUNTY, N. J.

[Extract from a circular letter sent to the teachers.]

SUGGESTIONS FOR PROJECTS IN APPRECIATION.

Your P. T. A. will contribute \$10 for Victrola records or pictures, the State will supplement this with a \$10 appropriation upon application. This situation offers (1) a natural opportunity to lead children to want to write letters to the Perry Picture Co. for their catalog. The address is Malden, Mass. The catalogs cost 10 cents, or write to Miss Askew, State Librarian, for a book or books treating of artists and their pictures, in language simple enough for children to understand. The children study pictures and the lives of artists in order to select wisely pictures for their own schoolroom; or (2) the children get phonograph record books dealing with the lives and art of great singers and composers. They study these books and select from them records which they wish to hear. The teacher secures a number of good records. The children listen to them a number of times, it may be, and then select those which they like best for their school; or (3) the children decide to learn 10 poems during the year. The teacher selects books containing beautiful poems adapted to children's experience and interest. The children and teacher make out questions that will lead the children to feel the beauty of the poems. From among those studies they select poems from time to time for memorization; or (4) intermediate and upper-grade groups read stories from the children's pages in the Youth's Companion or St. Nicholas with the idea of selecting and learning to tell the stories well enough to interest primary children. They, of course, tell the stories to the primary groups. (5) Children hear songs with the idea of selecting those which they wish to learn.

A SUGGESTIVE PROGRAM FOR ONE-TEACHER SCHOOLS IN HUNTERDON COUNTY.

[A group includes sixth, seventh, and eighth grades; B group includes fourth and fifth grades; C group includes second and third grades; D group includes beginners and first grades.]

- 9.00- 9.15—Morning exercises, including health club inspection.
 - 9.17- 9.32—D group, reading and language.
 - 9.34- 9.49—C group, reading and language.
 - 9.50- 9.53—Setting-up exercises.
 - 9.55-10.10—B group, arithmetic.
 - 10.12-10.32—A group, arithmetic.
 - 10.34-10.44—Organized games.
 - 10.44-10.49—Recess.
 - 10.50-11.10—C and D groups, industrial arts and number work.
 - 11.12-11.32—B group, geography or history.
 - 11.34-12.00—A group, geography or history.
 - 12.00- 1.00—Lunch and game period.
 - 1.00- 1.15—D group, reading and language.
 - 1.17- 1.32—C group, reading and language.
 - 1.34- 1.49—Writing.
 - 1.50- 1.53—Setting-up exercises.
 - 1.55- 2.10—C and D groups, language based on primitive life or nature study.
 - 2.10- 2.30—A and B groups, spelling (dictation for the two groups alternating).
 - 2.30- 2.40—Organized games or gymnastic drill.
 - 2.40- 2.45—Recess—C and D groups excused.
 - 2.45- 3.05—A group, reading (3), civics (1), handwork (1).
 - 3.05- 3.25—B group, reading (3), English (1), handwork (1).
 - 3.25- 4.00—A and B groups, English (4), together or alternately, handwork (1).
- Fifty-five minute periods allowed in English for A and B classes on Thursday; an hour and a quarter handwork period on Friday.

I-IV. PROGRAM FOR TWO-TEACHER SCHOOL, HUNTERDON COUNTY.

[D—Beginners; C—High first; B—Second; A—Third and fourth.]

- 9.00- 9.15—Morning exercises, including health inspection.
- 9.15- 9.20—Assignment of work.
- 9.20- 9.35—D group, reading (A and B groups, arithmetic practice under pupil leadership).
- 9.37- 9.52—C group, reading.
- 9.52- 9.55—Setting-up exercises.
- 9.55-10.15—B group, arithmetic.
- 10.15-10.30—A group, arithmetic.
- 10.30-10.40—Organized games.
- 10.40-10.45—Recess.
- 10.47-11.02—C and D groups, phonics or number work.
- 11.05-11.20—B group, primitive life and industrial work.
- 11.20-11.35—C and D groups, oral English and dramatization.
- 11.35-12.00—A group, geography or history.
- 12.00- 1.00—Noon recess and game period.
- 1.00- 1.15—D group, reading.
- 1.17- 1.32—C group, reading.
- 1.34- 1.54—Writing.
- 1.54- 1.57—Setting-up exercises.
- 2.00- 2.15—B group, language and spelling.
- 2.15- 2.35—A group, language and spelling.
- 2.35- 2.45—Organized games.
- 2.45- 2.50—Recess—C and D groups excused.
- 2.50- 3.10—B group, reading (4), industrial work (1).
- 3.10- 3.30—A group, reading (4), industrial work (1).

* A and B Studebaker or Court is arithmetic practice in the fundamentals under pupil leadership during D reading.

V-VIII. PROGRAM FOR TWO-TEACHER SCHOOL, HUNTERDON COUNTY.

[B group includes fifth and sixth grades; A group includes seventh and eighth grades.]

- 9.00- 9.15—Morning exercises, including health inspection.
 9.15- 9.20—Five-minute practice period in fundamentals in arithmetic.
 9.20- 9.40—B group, arithmetic.
 9.40-10.00—A group, arithmetic.
 10.00-10.30—B group, geography or history.
 10.30-10.40—Organized games.
 10.40-10.45—Recess.
 10.45-11.05—A and B groups, spelling.
 11.05-11.35—A group, geography or history.
 11.35-12.00—B group, language.
 12.00- 1.00—Lunch and play period.
 1.00- 1.30—A group, language.
 1.30- 1.50—Writing.
 1.50- 1.55—Setting-up exercises.
 1.55- 2.15—A and B groups, spelling.
 2.15- 2.35—B group, reading (1), current events with A group (1).
 2.35- 2.45—Organized games or gymnastic drill.
 2.45- 2.50—Recess.
 2.55- 3.25—A group, reading (3), cities (1), drawing.
 3.25- 4.00—General period for A and B groups (1), nature study, agriculture, hygiene, drawing, music.

BUREAU COUNTY PUBLIC SCHOOLS, ILLINOIS.

JANUARY 23, 1919.

DEAR TEACHER: My inspection of papers of the recent test in third and fourth grade language leads me to inquire into the teaching of this subject to these grades, in order that proper assistance may be given those teachers who need it.

To this end will you please answer frankly each of the following questions and send them to me by return mail if possible?

Questionnaire re third and fourth grade language.

- Are you familiar with the outline in language for these grades as given in the county manual?
 Are you thoroughly acquainted with the text recommended in the manual?
 Are your pupils in this class supplied with this text?
 Do you have in your possession and do you see the Manual for Teachers, referred to on page 34 of the county manual?
 Do you have any difficulty following this manual?
 Do you teach each lesson along the lines suggested therein? If not, how do you teach these lessons?
 Do you spend as much time on each lesson as the manual suggests?
 Are you satisfied with your results?
 Do your pupils enjoy their language work?
 Is there noticeable evidence of improvement in their speech? In their written work?
 Do you insist on good form, spelling, and writing in each written lesson?
 Do you give pupils opportunity to submit only their best possible efforts in all written work?
 What would you give as the reason for their improvement?
 What is your greatest difficulty in teaching this subject?
 If no improvement, what would you give as the reason?
 Write here any questions you would have us answer.
 Again assuring you that I would know these things only for the purpose of giving you assistance, if necessary, I ask your prompt and frank reply.

(Signed)

Sincerely yours,
GEO. O. SMITH.

P. S.—Use pencil, making reply on this paper.

BUREAU COUNTY, ILL.

[Excerpts from letter sent to school boards and patrons.]

You are gathered in this schoolhouse this evening at your annual school election because you have an interest in this school. You are each interested in this school because here the children of this district are taught to know and to do certain things which we expect will be helpful to them in the years to come.

This is your school because you support it and manage it. It is within your power to make it a good school or to let it drift into a place disliked by children and not mentioned with pride by anyone. Now, what kind of a school do you want yours to be—one that simply keeps its doors open and is out of time with the times; or do you want it to be one that is modern and up-to-date in every respect?

Thinking that of course you want the best, I am going to tell you what, in my judgment a good school must have to make it so. There are three important factors in every school, namely, the pupils, the teacher, and the schoolhouse.

First. A school to be worth while should have enough pupils to make learning and teaching interesting. There are too many small schools in this county, there being 90 schools out of the 150 that have less than 15 pupils. To maintain a school for less than 15 pupils is, in the judgment of those who have studied the matter, neither economical nor such as is likely to produce the best effect upon the boys and girls. There are two solutions for this difficulty.

One is to close all small schools, the law defining such to be those with fewer than six pupils enrolled, and transfer the pupils thereof to near-by schools.

The other solution for small one-room country schools is consolidation. . . .
Second. There can not be a good school without a good teacher. . . . Here is a standard by which a good teacher may be measured. If good she can do the following:

1. Manage the school, keep order, rule without a club.
2. Know better than the pupils every lesson she teaches, and know how to get the pupils to know.
3. Train children to be polite, truthful, industrious, thrifty, and otherwise of good character.
4. Lead children in games and other exercises which they enjoy, thereby educating them physically.
5. Do more for the district, particularly for the boys and girls, than is outlined in any course of study—in other words, to live and work in and with the people of the community.

Third. Without a pleasant and healthy place for children to study in, there can not be the best kind of a school. . . .

I have brought these matters to your attention through this letter only with the view of being helpful. . . . I realize that you have many local problems to deal with and that better things can only come to the community when the majority of the people of the community have had their interests awakened in them. This usually takes time. Discussing these things from time to time will, however, likely bring about a more common interest. People as a rule have the things which they want.

If I have in any way helped you to have a better idea of what your school should be, I shall indeed be most happy. Believe me ever interested in your local problems and ever willing to be of assistance to you in bringing about better conditions.

Thanking you for listening to the reading of this rather lengthy communication, I remain,

Yours for good schools,

(Signed) GEO. O. SMITH,
County Superintendent.

APRIL 13, 1920.